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ABSTRACT

This document contains an overview of the Wisconsin Secondary Vocational Program Evaluation Project and guidelines for educators making evaluation site visits to the 55 schools evaluated in 1986-87. The first section of the guide introduces the evaluation program and outlines its components. Three following chapters cover: (1) goals of the team visitation; (2) team member roles; and (3) the team visitation report. A glossary is included in the report. Five appendixes provide rating scales and evaluation criteria as reviewed by team members for the management, special needs, guidance, and program area components of secondary vocational education programs. (KC)

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TEAM MEMBER HANDBOOK

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INTRODUCTION

In an attempt to be accountable for the distribution of vocational funds, as well as to promote optimum planning and improvement of local programs, the Wisconsin Department of Public Instruction (DPI) in 1976 initiated and sponsored the development of an evaluation system for secondary vocational education programs. From FY78 to FY82 (Cycle I), 244 secondary schools evaluated their vocational programs.

During the FY83 DPI Secondary Vocational Program Evaluation Project, the original evaluation model was revised in a cooperative effort of state and local personnel, coordinated by the Center for Vocational, Technical and Adult Education (CVTAE), University of Wisconsin-Stout. Initial revision was accomplished at a two-day workshop attended by project advisory committee members and CVTAE project personnel. The revised evaluation model depicted program activities as PLANNING, IMPLEMENTATION, and EVALUATION. Criteria were generated within each program phase indicating key evaluation concerns. The questionnaires and procedures were based upon these identified program evaluation concerns. From FY84 to FY87 (Cycle II), the revised model was used by 250 secondary schools to evaluate their vocational programs, many for the second time.

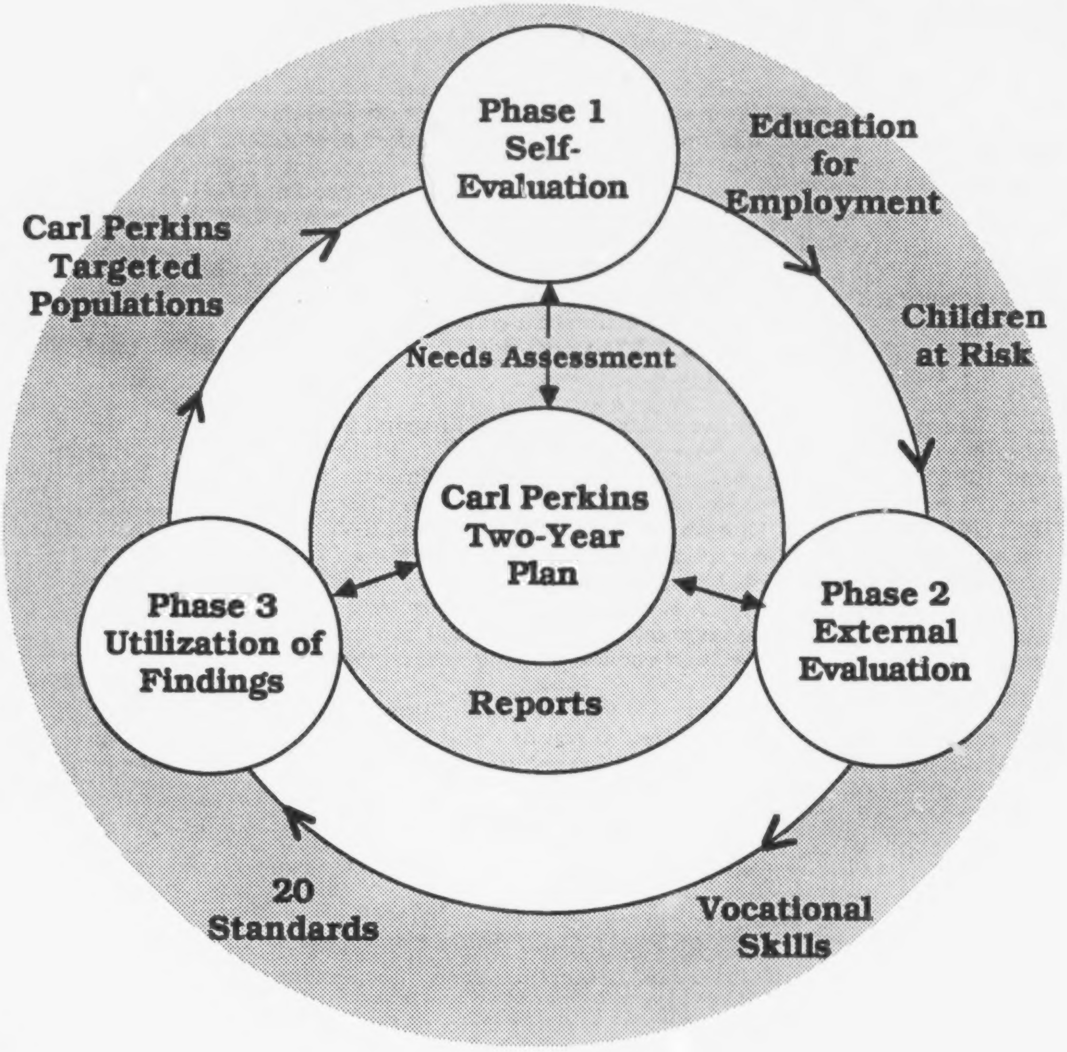
During the FY87 DPI Secondary Vocational Program Evaluation Project, the evaluation model was again revised to reflect the Carl D. Perkins Vocational Education Act of 1984 and Bureau for Vocational Education guidelines and requirements. A revision advisory committee provided input from LVECs, CESAs, Wisconsin Board of VTAE, UW-Stout, and the Bureau for Vocational Education (BVE). CVTAE project staff used advisory committee recommendations in developing the Cycle III (FY88-FY92) materials and procedures. Other input was provided by a business/ industry advisory committee and the Wisconsin Association of Secondary Vocational Administrators (WASVA). At this time, approximately 235 schools will use the third revision of the evaluation model to evaluate their vocational programs in Cycle III.

The DPI Secondary Vocational Program Evaluation, FY88 to FY92, consists of three interrelated phases as illustrated in Figure 1 and described on page 3. Note the shaded circles indicating the context of federal and state requirements, as well as needs assessment reports and the Carl Perkins Two-Year Plan.

Figure 1

Overview of the Model

DPI Secondary Vocational Program Evaluation


Phase 1
Self-Evaluation
Education for Employment
Children at Risk
Carl Perkins Targeted Populations
Needs Assessment
Carl Perkins Two-Year Plan
Phase 3 Utilization of Findings
Phase 2 External Evaluation
Reports
20 Standards
Vocational Skills

Overview of the Evaluation Model

The evaluation model is made up of three phases: Self-Evaluation, External Evaluation, and Utilization of Evaluation Findings. The relationship of needs assessment to the overall evaluation system is also shown. Evaluation planning takes two forms, the preliminary planning activities which precede the Self-Evaluation and the Carl Perkins Two-Year Plan which interrelates with all phases of the evaluation cycle.

Preliminary planning activities which take place before the Self-Evaluation include identifying a steering committee, developing graduate and employer mailing lists, establishing a budget, reviewing the previous vocational evaluation reports, attending training workshops, ordering instruments, considering how findings will be used, and setting an on-site date. The Carl Perkins Two-Year Plan serves as a directing base for these initial planning activities.

Note: The total vocational program is evaluated. Staff members are not evaluated. Statements in the Team Report should be phrased to address program concerns. In small schools where there may be a one-person department, it is especially important to focus on the program not the personnel. References to master contracts are not appropriate to this evaluation.

Phase I	Phase II	Phase III
SELF-EVALUATION. Adapting and using the procedures and instruments contained in the Vocational Evaluation Manual, schools conduct and report a comprehensive self-evaluation of their total vocational programs. These include vocational guidance and counseling, and Carl Perkins targeted populations. Five questionnaires are required. An additional eight instruments are optional. Schools which completed an evaluation in FY84-87 will address utilization of their findings toward program improvement as outlined in their Carl Perkins Two-Year Plan.	**EXTERNAL EVALUATION**. Adapting and using the procedures and instruments contained in the Vocational Evaluation Manual, schools host an external evaluation and receive a written report containing conclusions, recommendations, and solutions for program improvement. This report will incorporate progress made toward implementing FY84-87 recommendations, and solutions for program improvement.	**UTILIZATION OF EVALUATION FINDINGS**. In this phase, schools analyze and interpret findings from the Self-Evaluation and Team Visitation Reports, set priorities, implement changes, and monitor impact which occurs as a result of the evaluation. Participation of staff is acknowledged. Plans for the next evaluation cycle are also begun. The priorities that are set in the Utilization phase are used in developing and/or updating the Carl Perkins Two-Year Plans and program/ department plans.

Major Outcomes

Major outcome measures of the vocational program evaluation are prioritized on three levels as illustrated in Figure 2.

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Figure 2

Wisconsin DPI Secondary Vocational Program Evaluation

Three Major Prioritized Outcomes

◇ 1 **LOCAL Level**	**To promote and assist in the evaluation of LEA* vocational programs for the purpose of program improvement at the local level.**
◇ 2 **STATE Level**	**To provide valid representative data on LEA* vocational programs for regional and statewide planners of vocational education and to satisfy state requirements of program evaluation.**
◇ 3 **NATIONAL Level**	**To help ensure accountability of federal funds allotted to LEA* vocational programs and to satisfy federal requirements of program evaluation.**

LEA* Local Education Agency (K-12, or as appropriate)

GLOSSARY

Term	Definition
Occupational Preparation Program (OPP):	That portion of the vocational education program that directly applies to preparation for paid or unpaid employment. It includes (1) the instructional programs and (2) sequence and/or prerequisite courses.
Instructional Program Component (IPC):	The part of the Occupational Preparation Program (OPP) that includes occupational preparation for students according to their declared career objectives. Other elements of an IPC include coop/simulation/project method, and preparation for a wage-earning job.
Sequence Course:	The part of the Occupational Preparation Program that includes courses that are not within the instructional program component (IPC). Sequence graduates have taken two or more courses in one vocational discipline. Courses may be a semester or a year in length.
General Education Program:	An academic, nonvocational program.
Special Needs Students:	A generic term used to include (1) disadvantaged, (2) handicapped, and (3) those students with limited English proficiency (LEP).
1) Disadvantaged Students: (Refer to PI-1330, Column 13, ABC)	Individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. The term includes individuals who are members of economically disadvantaged families, migrants, and individuals who are dropouts from, or who are identified as potential dropouts from secondary school. For the purpose of this definition, an individual who scores below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale, or who fails to attain minimal academic competencies may be considered "academically disadvantaged." The definition does **not** include individuals with learning disabilities. The fact that an individual student comes from an economically disadvantaged family is *not* sufficient evidence to conclude that the student has special needs. The key ingredient or criteria is that the individuals "require special services and assistance in order to enable them to succeed in vocational education programs." The Carl Perkins Act definition of "disadvantaged individuals" would include, but not be limited to, those students defined as "JTPA 8% eligible" in Wisconsin. Note, however, that Wisconsin's definition of "JTPA 8% eligible" is based upon more than economic needs. Similarly, any student defined as being "at risk" as per section 118.153 of the Wisconsin statutes would also probably be "disadvantaged" as per the Carl Perkins Act.

Term	Definition
(1) Disadvantaged Students: (continued)	"Children at risk" means children who are (a) either: 1) dropouts, *or* 2) pupils who have been absent from school for 20 school days or more during the school year without acceptable excuses under s. 118.15(1)(b) to (d) or (3), Stats., and s. 118.16(4), Stats., *or* 3) pupils who are parents, *or* 4) pupils who have been adjudicated delinquent (b) *AND* who are 1) one or more years behind their age or grade level group in the number of credits attained, *or* 2) one or more years behind their age or grade level group in mathematics or reading skill levels. *Dropouts for "children at risk" means a child who ceased to attend school, continues to reside in the school district, does not attend a public, private or vocational, technical and adult education district school or home-based private educational program on a full-time basis, has not graduated from high school and does not have an acceptable excuse under s. 118.15(1)(b) to (d) or (3).
(2) Handicapped Students (EEN):	Individuals who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.
(3) Limited English Proficient:	Any member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English; i.e., Limited English Proficient.
Individual Education Program (IEP):	A written statement describing the education objective for and the services to be provided to each handicapped child.

Chapter 1

GOALS OF THE TEAM VISITATION

The goals of the on-site evaluation outline the scope and depth of the evaluation, and are emphasized in each team evaluation.

Major Goal One

Determine the effectiveness of the management of the total vocational education program. Develop recommendations for improvement.

Specific Goals:

(1) Planning

- Examine the vocational program philosophy, goals, and objectives. Does the philosophy reflect new program directions/guidelines? Are the goals based upon the philosophy? Are objectives stated, consistent, and measurable? Determine the strengths and areas for improvement of the **goals/planning** component.
- Is there evidence of a functioning, systematic and comprehensive needs assessment system? Determine the strengths and areas for improvement of the **needs assessment** component.
- Is there evidence of efforts to eliminate discrimination and role stereotyping? Determine the strengths and areas for improvement in the equity component.
- Examine the **Two-Year Plan**. Does it incorporate the goals and objectives of the vocational program?

(2) Implementation

- Does the operational program reflect identified needs of the district, its stated philosophy and objectives, sound administration and management, instructional practices, career development strategies, vocational guidance and services to students with special needs? Determine the strengths and areas for improvement of the **implementation** component
- Determine whether the total vocational program provides adequate **preparation for employment**.
- Examine the curriculum to determine evidence of philosophy, goals and objectives that reflect **new directions** in program areas.
- Determine whether **facilities and equipment** support the curriculum.
- Examine how **leadership** for the vocational program is provided.

(3) Evaluation

- Is there a systematic, ongoing program evaluation developed and in use which relates to program philosophy, goals, and objectives? Determine the strengths and areas for improvement of the **evaluation** component.
- Examine employability of **graduates,** preparation for post-secondary education, and satisfaction with the program.
- Determine how effectively recommendations from a **prior vocational evaluation** have been implemented.

Major Goal Two

Determine the effectiveness of the high school occupational preparation programs. (These include but are not limited to agriculture, business education, health occupations, family and consumer education, marketing education, technology education, vocational guidance, and vocational programs developed for special needs students). Develop recommendations for improvement.

Specific Goals:

- Determine whether the courses offered are preparing students for the world of work, labor market needs, or for post-secondary educational training.
- Determine whether program offerings are comprehensive and responsive to student needs.
- Determine whether current courses are effective and how recently program offerings have been modified, deleted or upgraded.
- Determine the presence/absence of discrimination, stereotyping and bias, efforts to eliminate them, and efforts made to promote nontraditional enrollments and opportunities.
- Determine in-school articulation and community articulation among the local vocational programs, local resources and other education agencies.

Major Goal Three

Determine whether pre-high school exploratory courses are relevant, adequate, and available to a wide range of students. Develop recommendations for improvement.

Specific Goals:

- Determine whether the courses offered are preparing students for the world of work.
- Determine whether program offerings are comprehensive and responsive to student needs.
- Determine whether current courses are effective, and how recently program offerings have been modified, deleted or upgraded.
- Determine the presence/absence of discrimination, stereotyping and bias, efforts to eliminate them, and efforts made to promote nontraditional enrollments and opportunities.
- Determine in-school articulation and community articulation among local vocational programs and local resources.

Chapter 2

TEAM MEMBER ROLE

The visiting team members act as evaluators assessing the quality of the program* in the light of its stated purpose(s) and objectives. The Self-Evaluation Report prepared by program personnel is a primary source of information and should be used to document conclusions written in the Team Report. However, the team normally evaluates areas beyond those recorded in the Report. Valuable information is obtained from interviews (See Principles of Interviewing page 13) and from supportive documents which are considered with the Self-Evaluation Report to identify and acknowledge program strengths and areas for improvement.

Preparation

Team members will receive the school's Self-Evaluation Report ten days before the visit. Before arriving on campus, member should carefully scan the full report. Note findings from Chapter 3 and 4, such as student and employer follow-up data, student assessment data, staff and advisory committee data. Give special attention to specific team assignments made in advance and carefully read those sections of the Report.

Members will receive memoranda concerning the tentative visitation schedule, team assignments, time of the initial and final meetings. A roster of team personnel, and a map of the school(s) may be included. Members will make their own travel arrangements to and from the school.

Special Precautions

Team members are reminded of the confidential nature of the Report as well as information obtained from all other sources during the visit. This information must not be displayed or discussed during or after the visit, except for official purposes.

Team members must not discuss any findings with the news media.

Team members will return their numbered Self-Evaluation Report to the LVEC unless otherwise notified.

The approach of the team to the evaluation should be objective. Practices at home institutions and personal biases need to be set aside. The program being reviewed should be evaluated on the basis of the district's needs and goals. The team should keep in mind that it shares a responsibility of assisting in the growth and development of the program being evaluated. Program personnel usually display pride in the program and their contributory roles and efforts while remaining open to positive suggestions for doing an even better job. In some cases, program personnel are under rigorous time constraints to complete the Self-Evaluation Report in time to meet evaluation deadlines. Keeping these thoughts in mind will contribute to a successful and productive evaluation.

*NOTE: The visiting team evaluates vocational program not staff members.

Finances

Visitation expenses incurred by team members will be reimbursed by the school. Travel and expense vouchers will be distributed by school personnel at the orientation session. Team members should be financially capable of paying for both travel and food during the visit. Actual expenses of each team member are reimbursed under the following guidelines:

MEALS: Actual costs of meals and tips to, from, and during visitation business There is, however, a restriction from reimbursing meal expenditures over and above the maximum allowed by the District Guidelines.

TRAVEL: Personal auto expenses, to, from, and during visitation business at the District Guidelines rate.

LODGING: The actual cost of room accommodations for the evaluator while on visitation business. Lodging will be arranged by the school. Telephone calls made and charged on the hotel bill will NOT be eligible for reimbursement and are the responsibility of the individual.

Team Member Checklist

Please use the following list before leaving for the school to be sure you have all the needed materials:

1. The Self-Evaluation Report
2. The overall visitation schedule
3. A roster of team personnel including team assignments, local addresses, and telephone numbers
4. Team Member Handbook
5. Name, address, and telephone number of the hotel/motel
6. A community map or directions indicating school location and parking accommodations
7. A floor plan of the school (This may be available in the team workroom)
8. Interview schedule forms (team leader only)

The Rating Scale

The Rating Scale presents evaluation criteria, sources of documentation and a final rating of how well the school district meets each criterion. It acts as a tool to help team members identify strengths and weaknesses in their evaluation assignment.

There are four different rating scale components: MANAGEMENT (which includes planning, implementation and evaluation), PROGRAM AREA (which address agriculture, business education, health occupations, family and consumer education, marketing education and technology education), GUIDANCE and SPECIAL NEEDS.

Your Assignment

Check your specific evaluation assignment on the team roster. If you are evaluating "Planning," "Implementation" or "Evaluation," you will use the appropriate section of the Management Component Rating Scale.

All program area evaluators will use the Program Area Component.

Evaluators for Guidance and Special Needs will work from rating scales identified as such.

Directions

Each rating scale component contains: (please see page 12 for detailed directions)

1. Primary Goals
2. Evaluation Criteria
3. Documentation
4. Final Rating
5. Conclusion

It is important that you complete ratings in the first documentation column before you arrive at the school. Use the "Self-Evaluation Report Index" to locate those parts of the report which address each numbered criterion.

PLEASE NOTE THIS TERMINOLOGY

•Evaluation criteria are listed as numbered items (#1, #2, etc.)

•Descriptors (bullets) identify characteristics of the criterion.

- **Rate each evaluation criterion**
- **State a conclusion for each evaluation criterion at the consensus meeting**
- **Use the final rating to write conclusions on those evaluation criteria which are to be commended or which need improvement**

- **Assess, make notes on, but do not rate descriptors (bullets)**
- **Use descriptors to write suggested solutions**
- **Write conclusions on descriptors only as time allows and/or as appropriate**

Team Report

The Rating Scale does not become a part of the final team report. All copies will be collected by the CVTAE/DPI coordinator at the end of the visit, and will ultimately be discarded.

The Rating Scale is used as a worksheet to help team members focus on evaluation criteria. It is not used to report a numerical measure in the Team Report.

CVTAE/DPI Rating Scale - Component RS-
1988-89 Wisconsin DPI Secondary Vocational Program Evaluation Page 1

_______________ *Name of School District*

_______________ *Evaluator*

_______________ *Date*

PURPOSE:

The Rating Scale presents evaluation criteria, sources of documentation and a final rating of how well the school district meets each criterion. The final rating is used to write conclusions on those evaluation criteria which are to be commended or which need improvement.

DIRECTIONS:

1. **Primary Goals** are stated at the beginning of each area.
2. **Evaluation Criteria** appear as numbered items. State a conclusion for each numbered item at the Consensus Meeting.

   Descriptors identify characteristics of the criteria. Use descriptors to write suggested solutions.
3. **Documentation** is found in three sources:

Self-Evaluation Report

✓Use the letters and numerals of the self-evaluation index to locate findings in the report which address each numbered criterion.

✓Circle a Self-Evaluation rating number (see Key below) to indicate your judgement of how well the school district meets each numbered criterion based on the Self-Evaluation Report.

On-Site Exhibits

✓Review exhibits presented in the team work room. Use the on-site exhibits index to identify materials which pertain to each numbered criterion.

✓Circle an On-Site Exhibits rating number to indicate your judgement of how well the school district meets each numbered criterion, based upon On-Site Materials.

On-Site Interviews

✓Circle an On-Site Interview rating number to indicate your judgement of how well the school district meets each numbered criterion, based upon On-Site Interviews.

4. **Final Rating**

   Circle the appropriate rating number in the "Final Rating" column for each numbered criterion. The final rating is not necessarily an average of the three previous ratings, but rather your judgement of how well that school district meets each numbered criterion based on three sources of documentation.
5. **Conclusion**

   Write an objective statement of fact. Use the final rating to clarify your judgement of how well criteria have been met.

Key: 1 = Not Adequate (does not meet recommended minimum requirements for an acceptable program)
3 = Adequate (meets the minimum requirements for an acceptable program)
5 = Exemplary (fulfills requirements well beyond what is recommended for an acceptable program)

Principles of Interviewing*

We know that in order to understand people, we must know what some of their needs are. A respondent in an interview situation has needs which the interviewer must understand and try to meet.

_____ respondents need to see the interviewer as someone who is not a threat to their immediate or future well-being, nor to their self-esteem;

_____ they need to see the evaluation itself as not posing a threat;

_____ they need to understand, even in a limited way, the purpose of the evaluation, the reason they were selected and why their cooperation is required;

_____ they need to see the interview situation as a pleasant way of spending some time;

_____ they need to feel, after the interview is completed, that they had a real opportunity to express themselves freely on the subject.

To meet the needs of a respondent, the interviewer must be aware of what he/she is doing and how he/she is doing it. Certain techniques should be followed to help insure a good interviewing relationship as well as to obtain an accurate, unbiased interview. Let us now turn to a discussion of some of those techniques and procedures.

Establishing and Maintaining Good Interview Relations

A good interviewing relationship requires that respondents feel relaxed and at ease with the interviewer - to the point that they feel free to say what they really think or feel about a given subject, without fear of criticism or disapproval. To maintain an atmosphere of this kind, the interviewer must have a sympathetic interest in people and the ability to recognize and understand their feelings. He/she must respond in an encouraging, reassuring or supportive way. But support should not influence or bias the content of what they say. Assuming you have the conviction and sincerity necessary to good interviewing, you will rapidly become sensitive to the moments in an interview where encouragement or reassurance is needed, but some standard professional procedure will help you to minimize the need and to deal with it when it arises.

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*Adapted from Team Member Handbook for Evaluation, Division of Adult, Vocational and Technical Education, Illinois Office of Education.

Generally, keep the following points in mind while conducting an interview:

a. Be friendly and informal but, at the same time, professional in your manner. Remember that you are a stranger, and everything you say or do should help to gain the respondent's confidence in you as well as in themselves.

b. Be neutral with respect to the subject matter. Do not express your own opinions either on the subjects being discussed by the respondent, on the respondent's ideas about those subjects, or "how we do it at home." You must never betray feelings of shock, surprise, indignation or disapproval at what the respondent is saying either by word or involuntary gesture. Your job is to understand and accept what they are saying, not to approve or disapprove of it, nor to agree or disagree with it.

c. Be a sympathetic, interested and attentive listener. Encouraging nods, "uh-huhs", "I know how you feel," and similar gestures will convey to respondents that they are understood and that their opinions are valued and appreciated. But don't overdo it! There is nothing quite so distracting to the average person as the listener who keeps up a running stream of "uh-huh." "is that so," when it's not needed. A nod of the head is usually a much more articulate way of showing your interest than a continual clucking in the background, which many respondents will feel is a camouflage for a lack of genuine interest in them and their problems.

d. Be observant. Be alert to the way in which respondents express themselves and to gestures they use. These signs may serve as clues that respondents are becoming uncomfortable and ill-at-ease or that they are not expressing what they feel.

e. Last, but not least, be at ease yourself, in the interview situation. If you feel hesitant, embarrassed, hurried, or awkward, the respondent will soon sense this feeling and behave accordingly.

Beyond these standard points applicable to all interviews, there are some respondents or situations that require encouragement or reassurance either in getting the interview started or during its course. The cardinal principal in all of these interviews is to put the respondents at ease and to get them interested in the interview. Frequently you will know what to do simply by putting yourself in the respondent's position, and asking yourself how you would be feeling under those circumstances.

Chapter 3

THE TEAM VISITATION REPORT

It is important that all team members understand the makeup of the Team Report. Visitation results will be combined in a single report which includes:

A. Evaluation Team (compiled by the LVEC from the final team roster).

B. Introduction (written by team leader).

C. Team Evaluation Overview of Findings (written by team leader).

D. Conclusions, Recommendations and Suggested Solutions for each of the three management areas, guidance, services to special needs, and each of the program areas. (See examples pp. 19-27.)

1. The conclusions column of the evaluation report contains statements which note exemplary characteristics or deficiencies related to the evaluation criteria. Consider:
    a. Do you have enough evidence to support your statement?
    b. Does the statement reflect team consensus?
2. The recommendations column of the report contains statements which encourage the district to continue exemplary characteristics or to improve or correct deficiencies. Consider:
    a. Does your statement provide direction and suggest a plan of action?
    b. Does the recommendation foster specific solutions?
3. The suggested solutions column consists of specific statements which the district can feasibly undertake to implement the stated recommendations. Consider:
    a. Are the statements specific (listing steps, names, places, documents, etc.) and do they leave no doubt as to the action suggested?
    b. Will the suggested solution remove the inequity noted in the conclusion and recommendation column?
    c. Are the statements realistic and possible?
    d. If the conclusion is a strength of the program, make an affirmative recommendation ("continue", "good work") and leave the suggested solutions column blank.

Sample

Team Report

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Format for Three-Column Report

Area of Concern ______________________________

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS
A Conclusion states: "WHAT IS." 1. A factual statement of what exists. Example: There is an advisory committee serving the business education program. 2. It is non-judgmental 3. Brief as possible 4. Supported with evidence a. according to Self-Evaluation Report b. according to interviews c. etc. 5. Do not use such terms as: "It seems that ..." "It appears that ..." 6. Only ONE conclusion per sheet. 7. In most cases, it deals directly with the evaluation criterion.	A Recommendation states: *"WHAT SHOULD BE."* 1. State what they should be doing. Possibly explain the reasons. 2. If the conclusion is a strength, then merely compliment them.	Suggested Solutions state: *"HOW TO GET THERE."* 1. Give specific suggestions a. Resources (texts, materials, state guides, etc.) b. Methods/approaches c. People (consultants) d. etc. 2. Refer to sample reports for ideas and to avoid "reinventing the wheel." 3. If the conclusion is a strength and a commendation given, this column would be left blank

Format for Three-Column Report

(copy for use in draft typing)

Area of Concern ______________________________

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS

Sample

Area of Concern EVALUATION

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS
1. On-site exhibits from the guidance department of the graduates for the past five years contained basic information of where the students were after their first year of graduation.	1. The surveys should focus on the perceptions of the graduates as to how well vocational education curriculum/programs met their needs.	1a. The surveys should obtain data on the graduates regarding: • employment status • educational status • relatedness of employment and/or post secondary training to their secondary vocational education training • satisfaction with the secondary education training b. Model surveys may be obtained from UW-Stout, Dr. Orv Nelson 715-232-1362 or Bob Enghagen at DPI - 608-267-2275.
2. Employer follow-ups of graduates were completed for the first phase of this Department of Public Instruction (DPI) Secondary Vocational Evaluation.	2. Follow-up studies should be done more frequently (i.e., one- and five-year graduates surveyed each year).	2a. The LVEC, guidance, administration, and vocational education staff should jointly develop and conduct surveys of vocational education program graduates. b. Data gathered from surveys should be disseminated to all vocational staff and incorporated into the Two-Year Plan.
3. The present DPI Secondary Vocational Evaluation is the first evaluation conducted at ____________.	3a. This is commendable for the total School District of ____________; continue this excellent practice. b. Administration and staff were very supportive of this process. c. Commend Administration for release time granted to staff for inservicing.	

Sample

Area of Concern EVALUATION (continued)

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS
4. For preparation of this DPI evaluation, the vocational staff reviewed their curriculum and are presently involved with the CESA 10 task forces for vocational education areas.	4. This is very commendable and involvement with CESA 10 should continue.	
5. The Self-Evaluation Report presents evidence of vocational students opportunity to evaluate programming, instructional, and guidance services.	5. Commendable; consider expanding the survey usage to an annual practice.	
6. There is a grading policy in the Teacher Handbook but it does not related to lab or hands on type of instruction.	6. Expand the present grading policy to include all types of instructional methodology.	6a. Form a committee of staff (vocational and non-vocational) and administration to write the new grading policy. b. Inform all staff of results from this committee and include in the Teacher Handbook.
7. Special commendation is due the LVEC for his/her leadership and preparation for this on-site evaluation.	7. Keep up the fine work.	
8. The board of education should also be commended for employing a person to provide vocational leadership in the School District of _____________.	8. Continue these efforts.	

Sample

Area of Concern TECHNOLOGY EDUCATION

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS
A school district's greatest and most creative resources are the people that comprise the school board, administration, teachers and students which shape the direction and quality of any educational program. The ___________ School District has all of these resources and is capable of utilizing the specialized skills of the Local Vocational Education Coordinator (LVEC) and technology education instructors in providing a complete education for the students who will be faced with a highly specialized and technically literate society in the next 10 to 20 years. It is with this premise that this evaluation of the technology education program for the ________ School District is presented.		
	Planning	
1. Evidence from the Self-Evaluation Report and on-site documents indicate there is no philosophy for the technology education program.	1. A comprehensive philosophy for technology education should be written.	1a. Form a committee of technology education staff, LVEC, administration, and advisory committee members to develop a philosophy for technology education. b. Have the philosophy reviewed by department staff, administration, and advisory committee members for ideas and changes. c. Then have the advisory committee adopt and the administration approve the philosophy for technology education.
2. Evidence of a current technology education mission and rationale statement was found in the on-site data and Self-Evaluation Report.	2. The technology education department is to be commended for it's efforts to start this planning process to improve the technology education curriculum.	

Sample

Area of Concern TECHNOLOGY EDUCATION (continued)

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS
3. No formal needs assessment has been conducted as evidenced by on-site materials and interviews.	3. Conduct a needs assessment survey to identify areas of the technology education program in need of improvement and expansion.	3a. Use the advisory committee and guidance staff to assist in conducting the survey. b. Contact Richard Kitzmann - DPI Consultant for Technology Education (608-266-3551) or Bob Enghagen (608-267-2275) for assistance in developing this survey. c. Disseminate the results of this needs assessment to all vocational staff.
4. The LVEC is currently writing and submitting the Two-Year Vocational Education Plan for the Department of Public Instruction (DPI), as evidenced by on-site documents and interviews. This plan will assist the school district of _________ in it's planning process for four funded vocational areas.	4a. The LVEC is to be complimented for the leadership and organizational skills used in preparing the Two-Year Plan. b. Continue to gather input from all vocational areas for this important plan.	
5. Staff members in the technology education department are attempting to make the transition from a traditional industrial education curriculum to a technology education based curriculum.	Implementation 5. The technology education staff should be commended for their efforts and should continue to develop a comprehensive technology education curriculum for students in grades 7-12.	

Sample

Area of Concern TECHNOLOGY EDUCATION (continued)

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS
6. There is evidence in the Self-Evaluation Report, on-site documents and staff interviews that existing curriculum in the ________ junior and senior high school is moving towards compliance with curriculum guidelines for technology education as established by the Wisconsin DPI.	6a. Continue to develop a sequential technology education curriculum for grades 7-12, which includes provisions for new and emerging occupations, programs and instructional activities.	6a. Clearly define ownership and assign leadership roles to manage the writing and implementation responsibilities of the technology education curriculum. One person should be given the time and resources to accomplish the task.
	b. The instructors should further develop the curriculum utilizing the DPI, Cooperative Educational Services Agencies (CESA), and local resources to include: • program philosophy • course goals/objectives • educational resources • learning activities • instructional evaluation • teacher activities	b. Establish a sequential two to five year time line for the curriculum implementation.
		c. Establish an accurate and realistic budget plan which addresses the needs of the students and goals of the curriculum.
		d. School board members, advisory committee members, instructors and administration should observe the technology education program of other school districts.
		e. Contact Richard Kitzmann, DPI Consultant, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707 - (608-266-3551) for assistance.

Sample

Area of Concern TECHNOLOGY EDUCATION (continued)

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS
7. Evidence exists from the Self-Evaluation Report and on-site interviews to indicate that both male and female students have access to technology education courses at _________ High School.	7. The technology education department should address the concerns of gender balance stereotyping and nontradtional careers through school district planning which focuses on instructional methods and curriculum revision.	7. Contact: Barb Bitters, Equity Consultant DPI (608) 266-9609 or Linda Riley, LVEC,Equity Cadre Consultant - CESA #10, (715) 723-0341
8. Evidence exists from the Self-Evaluation Report, on-site data and interviews to confirm that the technology education curriculum is being planned and structured with relevant courses. The two-year vocational education plan addresses proposed courses in Communication, Construction, Transportation and Manufacturing.	8. The technology education staff is to be commended for its effort in developing curriculum which reflects current, new and emerging technologies.	8a. The participation of the technology education staff in the CESA #10 Technology Education Curriculum Task Force is very important to the growth of the staff and program. b. Professional knowledge about technology education content can be obtained through industrial work experience, post secondary institutions, Vocational Industrial Clubs of America (VICA) field trips, DPI, and the Northwest Wisconsin Industrial and Technical Education Association.
9. The evidence describing the male/female enrollments in technology education courses is incomplete. The technology education department has a student VICA organization with ten males and no females.	9. The technology education department should document enrollments by gender for all courses offered in the technology education program.	9a. Utilize student enrollment total by gender obtained from the student registration documents which are tabulated each school year. b. Utilize the Vocational Enrollment Data System (VEDS) enrollment submitted to DPI in January and February of each year to document male and female enrollments.
10. Evidence from the Self-Evaluation Report, on-site documents and interviews indicates that the staff are identifying and serving students with special needs [handicapped, disadvantaged, and JTPA eligible students].	10. The special education and vocational education, school administration and guidance counselors are to be complimented for the cohesive efforts to provide a comprehensive scope of educational opportunities to students with special needs.	

Sa e

Area of Concern TECHNOLOGY EDUCATION (continued)

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS
11. Evidence from the Self-Evaluation Report, on-site documents and interviews indicates an awareness to improve gender equity.	11. The technology education staff can use a variety of resources to expand the equity awareness to a larger population of students.	11. Contact Barb Bitters, Equity - Consultant DPI 608-266-9609; Sue Foxwell, Equity Consultant, UW-Stout, 715-232-1885; or Linda Riley, Equity Cadre Consultant - CESA #10 715-723-0341.
12. As evidenced by on-site interviews and observations the technology education program has no short and long term facility improvement plan.	12a. The present physical facilities for technology education should be used for a comprehensive technology education program.	12a. Establish a committee of technology education staff, advisory committee members, and administration to develop the plans.
	b. A program to establish short term and long term plans for equipment maintenance and/or replacement should be developed.	b. Refer to the updated curriculum to help in writing the equipment maintenance/ replacement plan.
		c. Include the facility improvement plan within the program area goals of the Two-Year Plan.
13. Evidence from the Self-Evaluation Report and on-site documents indicates a single advisory committee to serve all four vocational areas.	13. Use the advisory committee for help in program direction and change.	13. Include advisory committee members on all committees which are established to deal with student needs, community needs, program focus, and curriculum revision.
14. Evidence from on-site documents and interviews indicates that there is a recognized VICA Chapter.	14a. The technology education staff are to be complimented on starting a VICA organization effective during the 1987-88 school year.	14a. Contact Richard Kitzmann at DPI for assistance 608-266-3551.
	b. Expand the VICA concept as a means of expanding the students' understanding of technology education.	b. Include VICA in the written curriculum.
		c. Contact other local VICA Chapters for program and activity ideas.

Sample

Area of Concern TECHNOLOGY EDUCATION (continued)

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS
15. Evidence exists from on-site documents and interviews that a guidance and counseling plan of service exists for grades K-12.	15. The guidance and counseling department is encouraged to use the K-12 plan of service and components of the Wisconsin Developmental Guidance Model to provide comprehensive career and vocational services to all students in technology education.	15a. The technology education staff should use the resources of the guidance and counseling department through: • orientation sessions for students • career education weeks or career fairs • career resource speakers b. Include a vocational career education unit in all technology education curriculum.
16. Evidence from on-site documents indicates a very positive promotion of vocational education programs through local newspaper media, advisory committees, school exhibits and student vocational organizations.	16. The instructional staff and technology education staff are to be commended for the positive and consistent public visibility provided to vocational education in the school district of __________. Brochures, posters, and staff support can assist in encouraging male/female students to enroll in technology education courses.	
	Evaluation	
17. Evidence from the Self-Evaluation Report and on-site documents indicates the use of a survey of a five year span (1983-1987) of __________ High School graduates that is managed by the guidance department.	17. Continue to use all student follow-up data for curriculum development in the area of technology education.	
18. The data compiled in the Self-Evaluation Report was collected from a formal follow-up survey from employers of __________ High School graduates. Data from the survey indicated that 83% of the employers would prefer to hire vocational education trained students. Employers rated students very high in attitude, work quality and work quantity.	18. A formal follow-up survey of employers should be used and managed by the guidance department.	18a. Contact other school districts. b. Contact DPI consultant Bob Enghagen 608-267-2275 and Dr. Orv Nelson at UW-Stout 715-232-1362 at the Center for Vocational, Technical and Adult Education for assistance in developing a valid follow-up survey.

Sample

Area of Concern TECHNOLOGY EDUCATION (concluded)

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS
19. The data compiled in the Self-Evaluation Report to distinguish notable outcome differences between male and female students was not significant.	19. The need for documenting information on male and female expectations for vocational education is important to both curriculum design and instructional equality. This effort should be supported and continued by the _______ School District school board, administration and instructional staff.	19. Contact Barb Bitters, Equity Consultant 608-266-9609, Wisconsin Department of Public Instruction, or Sue Foxwell, Center for Vocational, Technical and Adult Education, UW-Stout, 715-232-1885
20. The information compiled from the returned surveys finds in-school students, parents, teaching staff, advisory committee members and school board members documented in the Self-Evaluation Report.	20. The school board, administration and technology education instructors should review the actual surveys to extract conclusions that could help with building program goals for the technology education program.	
21. The __________ School District has not participated in any previous vocational education program evaluations therefore no previous program evaluation documents are available.	21. The administration and board of education are to be commended for participating in a DPI Secondary Vocational Program Evaluation.	

Sample

PERSONAL INTERVIEWS

Name of School District: Highland Park

Team Member: Beth Swanson

I interviewed the following people during the course of the visitation.

Name	Title
Linda Richardson	Local Vocational Education Coordinator
Jim Curran	Business Education Instructor
Grace Leonard	District Administrator
Grant Hughes	High School Principal
Kay Dorsey	Keyboard Instructor - Junior High
Scott Traxler	Business Education Instructor
Rebecca Drake	Business Education Chairperson
Colleen Dobbs	Employer - First Bank and Trust
Sam Reese	Employer - Jackson and Reese Law Office
Terry Reynolds	Guidance Counselor
Jeff Abernathy	Special Needs Instructor
Neil Rhodes	Special Needs Instructor - Middle School
Wendy James	Business Advisory Committee Member
Brian LaCroix	Business Advisory Committee Member
Kari Field	Graduate
Paulette Flint	Graduate
Lori Keith	Student - Senior
Ten Students	Juniors - (Names Unknown)
Cindy Mueller	Parent
Herbert Ortel	School Board Members

Management Interview Assignment Matrix

Person to be Interviewed	Team Member Names				
	Planning	Implementation	Evaluation	Special Needs	Vocational Guidance and Counseling
1. Administration					
2. LVEC					
3. Vocational Education Staff					
4. Special Needs Staff					
5. Guidance					
6. Employers					
7. Board Members					
8. Advisory Committee Members					
9. Students (include co-op students)					
10. Other Staff					

NOTE: LVECs are encouraged to use a matrix such as the one shown here to insure that all pertinent groups are contacted. The next step (after determining what persons each evaluator will interview) is to develop individual interview schedules for each evaluator, showing time and place of the interview.

Program Area Interview Assignment Matrix

Persons to be Interviewed	Team Member Names					
	Agriculture	Business Education	Health Occupations	Home Economics	Marketing Education	Technology Education
1. Vocational Education Staff						
2. Department Head						
3. LVEC						
4. Employers						
5. Special Needs Staff						
6. Vocational Guidance						
7. Advisory Committee Members						
8. Graduates						
9. Students (5-15)						
10. Administration (if needed)						

NOTE: LVECs are encouraged to use a matrix such as the one shown here to insure that all pertinent groups are contacted. The next step (after determining what person each evaluator will interview) is to develop individual interview schedules for each evaluator, showing time and place of the interview.

Appendix

Rating Scales and Evaluation Criteria

Page

Evaluation Criteria Reviewed by Team Members. 32

Management Component. 35

Special Needs Component. 63

Guidance Component. 89

Program Area Component. 115

EVALUATION CRITERIA REVIEWED BY TEAM MEMBERS

1988-89

The following outlines represent a brief summary of each evaluation component. A team member may be assigned to a combination of management sub-sections or a complete component in special needs, guidance, or program area. The Rating Scale guides each team member through criteria which relate to their evaluation assignment.

Management Component

Planning

1. philosophy of vocational education
2. needs assessment
3. equity assessment
4. Two-Year Plan

Implementation

1. curriculum: written comprehensive
2. curriculum: equity for males and females
3. staff: accommodations of student needs
4. advisory committees
5. LVEC role
6. facilities: support vocational education program
7. library/media service
8. career guidance program
9. promotion of vocational programs

Evaluation

1. graduate follow-up
2. employer follow-up
3. utilization of prior evaluation
4. staff review of curriculum
5. outcome differences, male and female

Special Needs Component

Planning

1. definition of special needs learners
2. district needs assessment
3. philosophy of vocational education
4. Two-Year Plan

Implementation

5. notification of offerings
6. assessment of student interests and abilities
7. IEP and other written vocational plans
8. curriculum support for equity
9. special services
10. staff accommodations of special needs learners
11. male/female enrollment figures
12. career development
13. transition assistance

Evaluation

14. graduate and employer follow-up
15. utilization of previous evaluation
16. administrative support of special needs program

Guidance Component

Planning

1. philosophy of K-12 guidance program
2. use of needs assessment
3. guidance in Two-Year Plan
4. elimination of role stereotyping and bias

Implementation

5. comprehensive career guidance program
6. career guidance concepts included in vocational curriculum
7. career information
8. staff accommodation of all students needs
9. staff guidance service, male and female
10. facilities
11. guidance participation on advisory committees
12. transition services to post-school employment/education
13. counselor job description

Evaluation

14. graduate follow-up
15. employer follow-up
16. utilization of previous evaluations
17. staff review of programs

Program Area Component

Planning

1. program area philosophy
2. needs assessment
3. Two-Year Plan

Implementation

4. curriculum: written comprehensive
5. curriculum: support of equity
6. relevant offerings
7. male/female enrollment figures
8. staff accommodations of student needs
9. adequate facilities and equipment
10. advisory committees
11. vocational student organizations
12. comprehensive career guidance program
13. promotion of vocational programs

Evaluation

14. graduate follow-up
15. employer follow-up
16. survey of students, parents, staff, advisory committees
17. use of prior evaluation

Management Component

______________________ *Name of School District*

______________________ *Evaluator*

______________________ *Date*

PURPOSE:

The Rating Scale presents evaluation criteria, sources of documentation and a final rating of how well the school district meets each criterion. The final rating is used to write conclusions on those evaluation criteria which are to be commended or which need improvement.

DIRECTIONS:

1. **Primary Goals** are stated at the beginning of each area.
2. **Evaluation Criteria** appear as numbered items. State a conclusion for each numbered item at the Consensus Meeting.

   Descriptors identify characteristics of the criteria. Use descriptors to write suggested solutions.
3. **Documentation** is found in three sources:

Self-Evaluation Report

✓Use the letters and numerals of the self-evaluation index to locate findings in the report which address each numbered criterion.

✓Circle a Self-Evaluation rating number (see Key below) to indicate your judgement of how well the school district meets each numbered criterion based on the Self-Evaluation Report.

On-Site Exhibits

✓Review exhibits presented in the team work room. Use the on-site exhibits index to identify materials which pertain to each numbered criterion.

✓Circle an On-Site Exhibits rating number to indicate your judgement of how well the school district meets each numbered criterion, based upon On-Site Materials.

On-Site Interviews

✓Circle an On-Site Interview rating number to indicate your judgement of how well the school district meets each numbered criterion, based upon On-Site Interviews.

4. **Final Rating**

   Circle the appropriate rating number in the "Final Rating" column for each numbered criterion. The final rating is not necessarily an average of the three previous ratings, but rather your judgement of how well that school district meets each numbered criterion based on three sources of documentation.
5. **Conclusion**

   Write an objective statement of fact. Use the final rating to clarify your judgement of how well criteria have been met.

Key: 1 = Not Adequate (does not meet recommended minimum requirements for an acceptable program)
3 = Adequate (meets the minimum requirements for an acceptable program)
5 = Exemplary (fulfills requirements well beyond what is recommended for an acceptable program)

PLANNING

Primary Goals:

- Examine the philosophy, goals, and objectives of the program. Does the philosophy reflect new program directions/guidelines? Are the goals based upon the philosophy? Are objectives stated, consistent, and measurable? Determine the strengths and areas for improvement of the **goals/planning** component of the program.
- Is there evidence of a functioning, systematic and comprehensive needs assessment system? Determine the strengths and areas for improvement of the **needs assessment** component of the program.
- Is there evidence of efforts to eliminate discrimination and role stereotyping? Determine the strengths and areas for improvement in the **equity** component of the program.
- Examine the **Two-Year Plan**. Does it incorporate the goals and objectives of the vocational program?

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
1. Is there a written philosophy of vocational education and does it reflect federal, state and local plans? Descriptors • when was the philosophy updated • are there written program goals and objectives • has there been input from administration, staff, and advisory committees • is the vocational philosophy reflected in the district philosophy • does the written philosophy address the goal of eliminating discrimination, stereotyping/bias • are efforts made to promote nontraditional enrollments and opportunities • does the philosophy statement use the generic "he" when referring to students	Chpt.1,2 Chpt. 3: A-15, 16 E1-2,3,9, 11,30 F1-4, 13 H1-19* J1-1* *Represents optional questionnaires.	1 2 3 4 5	-Philosophy consistent with Perkins Act: 98-524 Title II -Career philosophy -Philosophy of special education -Program goals and objectives -Budget -Facilities equipment inventory -Staffing plan -Two-Year Plan -Guidance and counseling program description -Board Policy Handbook	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary
	Conclusion 1.					

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PLANNING (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
2. Is there evidence of a formal needs assessment and is it used for improvement and expansion of vocational education programs to meet the needs of a changing labor market and students as stated in the Carl Perkins Vocational Education Act? Descriptors • is the needs assessment current and accurate • is the assessment conducted by guidance, LVEC, or a CESA • is it a regional assessment • was there VTAE involvement • does it identify the needs of business and industry • does it identify new and emerging technologies • are the following included: employment data, graduate follow-ups, occupational skills, and students needs • does it identify Carl Perkins targeted populations • does it identify equipment, materials, and resources necessary to meet the needs of students who will work in business, industry, or entrepreneurial ventures • is it used to identify potential funding sources • are parents and Board of Education members surveyed	Chpt. 1, 2 Chpt. 3: A-16 E1-4, 9, 17, 18, 19 F1-6, 7, 8, 9 *H1-25* *J1-2*	1 2 3 4 5	- Needs assessment data consistent with Perkins Act: 98-524 Title II - Labor market data - Community needs assessment reports - Business/industry surveys - Task and competency analyses - Curriculum guides - Student assessment reports, including interest and aptitude - Modifications/adaptations for special needs - Shared programs - Civil Rights reviews - Title IX review - Budget	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Rating Scale

1 = Not Adequate
3 = Adequate
5 = Exemplary

Conclusion
2.

PLANNING (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
3. Does the needs assessment address the equity climate in the school, such as enrollment patterns, male/female career goals, etc. Descriptors • does the district analyze available local labor market information by male and female labor force participation rates • has the district done a survey to determine the availability of nontraditional workers to serve as role models or on advisory committees • is there evidence that the district has surveyed students to determine their level of knowledge and skills with regard to equity and preparation for equal employment opportunity • (continued, next page)	Chpt. 1, 2 Chpt. 3: A-15, 16	1 2 3 4 5	- Two-Year Plan - Vocational equity plan - Labor market information - Needs assessment reports	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

PLANNING (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
3. (continued) • is there evidence that the district periodically reviews career and vocational education enrollment trends by sex? Does the review include counselor and instructor practices and procedures to ensure that these are not contributing to any disproportionate enrollment patterns. • is there evidence that staff are surveyed periodically to determine the extent to which the district has an equitable climate. Do staff perceptions get incorporated into the equity section of the vocational education plan? • are vocational equity efforts documented and shared						

Conclusion
3.

PLANNING (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
4. Is there a written ~~Two~~-Year Plan? Descriptors • does it reflect stated philosophy of district • does it include goals and objectives of the vocational program • does the ~~Two~~-Year Plan reference an Education for Employment Plan • does it include a vocational equity plan • is it based upon the needs assessment • does it include input from administration, staff, LVEC, board and advisory committees • is it realistic in terms of what the district can accomplish with funding, facilities, and staff • is there a linkage with other district-wide nondiscrimination and equity efforts such as compliance with s.118.13 and PI-9, federal civil rights laws, educational excellence initiatives, etc. • is the plan used to guide the direction of the vocational programs • is it reviewed annually and updated to reflect changes • (continued, next page)	Chpt. 1, 2 Chpt. 3: A-15, 16 E1-3, 9, 15, 30	1 2 3 4 5	- Two-Year Plan - Program goals and objectives - Community resource survey - District, state, federal support services - Vocational education philosophy - JTPA plan - Education for Employment Plan - Equity needs assessment reports - Vocational equity plan	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

PLANNING (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
4. (continued) • does the plan provide for infusion of equity in all career and vocational program improvement initiatives, e.g., staff development, curriculum revision and development, education for employment plan and program, at-risk plan and programs, JTPA programs • is there linkage with the VTAE system, JTPA, CESAs and other secondary schools • is there linkage with the comprehensive career guidance program • does it coordinate with the district's Children At-Risk Plan • does it address staff development plans						
	Conclusion 4.					

IMPLEMENTATION

Primary Goals:

- Does the operational program reflect identified needs of the district, its stated philosophy and objectives, sound administration and management, instructional practices, career development strategies, vocational guidance and services to students with special needs? Determine the strengths and areas for improvement of the **implementation** component of the program.
- Determine whether the total vocational program provides adequate **preparation for employment**.
- Examine the curriculum to determine evidence of philosophy, goals and objectives that reflect **new directions** in program areas.
- Determine whether **facilities and equipment** support the curriculum.
- Examine how **leadership** for the vocational program is provided.

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
1. Is there a comprehensive curriculum developed for all vocational programs? Descriptors • does it reflect the district philosophy of vocational education • does it include a rationale, goals and objectives, competencies, and performance tasks for all courses in all programs • is it articulated within each department, across general and other vocational areas and with post-secondary programs • (continued, next page)	Chpt. 1, 2 Chpt. 3: A-6, 15 B1-12, 14, 26, 27, 38, 42 *B2-14* C1-7 to 11, 12 to 20, 41 *C2-7 to 11, 12 to 20, 38* D1-15, 16, 23, 40 E1-4, 5, 6, 8, 9, 10, 11, 12, 13, 14,23, 24, 27, 30 F1-8, 9, 10, 11, 19, 20 *G1-11, 14, 15* *H1-9, 18* *J1-11, 13, 19*	1 2 3 4 5	- Vocational education philosophy, goals, objectives, including guidance and special needs - Two-Year Plan - Curriculum plan - Curriculum guides, pre-high school and high school - Program descriptions - Program goals and objectives - Advanced placement - Interdisciplinary activities - (Continued, next page)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
1. (continued) • does it include exploratory, sequential, and occupational skills training courses • have various methods of delivery been considered: i.e., cooperative work experience, simulation , independent study • does it integrate the activities of vocational student organizations • is a variety of instructional media used • does it include entrepreneurial knowledge and goals • is it modern, updated, and reflective of emerging technology and occupations • is there a process to keep programs current in skilled/knowledge occupations needed to revitalize business/industry • is entrepreneurship addressed in the program • is there infusion of computer technologies • do graduates have necessary employability skills • are students/graduates made aware of the change that affect the local/national job market	*Italicized index represents optional questionnaires*		- Course prerequisites and sequences, VTAE articulation plans - Vocational equity plan - Vocational equity in-service agendas - Male/female enrollments - Male/female placement in nontraditional jobs - Needs assessment reports - Follow-up data - Education for Employment Plan			

Conclusion

1.

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
2. Does the curriculum promote equity for both males and females Descriptors • does the curriculum support equal access to all courses and programs • are instructional materials, classroom language, course objectives and activities, VSO activities reviewed to determine if they are based on, rely on or communicate stereotypes or traditional biases which attribute behaviors, abilities, interests, values, or roles to a person or group of persons based on their gender • does the curriculum encourage both males and females to prepare for work of the family and work in the paid labor force • (continued, next page)	Chpt. 1, 2 Chpt. 3: A-6, 10, 15, 16, 20 B1-28, 29, 30 D1-16, 19, 21, 40 E1-9, 10, 13, 14, 27, 30 F1-13, 19, 20, 21 *G1-11, 14, 15* *H1-9* *J1-11, 13*	1 2 3 4 5	- Curriculum guides - Vocational equity plan - Male/female enrollments - Program descriptors - Program goals and objectives	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 **Rating Scale** 1 = Not Adequate 3 = Adequate 5 = Exemplary

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
2. (continued) • are positive and ongoing steps taken to identify and meet interests and needs of the student who has not traditionally enrolled in a particular course or program. (such steps include: recruitment or awareness strategies, role model exposure, change of classroom environment to make students feel more invited, information provided on the changing roles of males and females, and information provided on nontraditional career opportunities) • have courses and programs been redefined or reconstructed to teach students equity competencies related to a particular discipline • are social and economic facts provided for students about changing families and changing male and female roles • are students learning decision making, negotiating, coordinating and partnership skills needed to accommodate changing roles and responsibilities						

Conclusion
2.

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
3. Can the staff, in their respective programs, accommodate the needs of students in vocational education? Descriptors • is the program adequately staffed to meet stated curriculum objectives • are they knowledgeable about the changing conceptual base of vocational education, technology, new and emerging occupations • do they participate in in-services and accredited course study, DPI sponsored conferences, and other related professional growth activities • do vocational staff work with special needs, guidance and non-vocational staff in developing programs • do they work with other schools or institutions in developing programs • are staff involved in professional (program area) associations in an effort to stay current	Chpt. 1, 2 Chpt. 3: A-13, 17 E1-10, 23, 24, 27, 28, 30, 31	1 2 3 4 5	- DPI certification - Vocational education pupil/teacher ratio - Job description(s) - Conference attendance - Department meetings - Supervision plan - Master contract - Curriculum guides - Community economic development plan	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Rating Scale

1 = Not Adequate
3 = Adequate
5 = Exemplary

Conclusion
3.

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
4. Have advisory committees been established and are they functioning? Descriptors • do they meet regularly and routinely • are the meetings run by an elected chairperson and is an agenda used • do they review curriculum, facilities, equipment requisitions, and replacement policies • do they contribute to program development, improvement and expansion • are their recommendations submitted to the district administrator and school board • do they record minutes • is business/industry approached for equipment loans, gifts of supplies and materials • do advisory committees have broad based representation of employers, employees, entrepreneurers, males/females, minorities, handicapped, VTAE personnel? • are there both male and female representaives of the major groups like employers, entrepreneurs, etc.	Chpt. 1, 2 Chpt. 3: A-2, 9, 15 E1-6, 8 F1-1 to 25 *H1-3*	1 2 3 4 5	- Advisory committee membership lists - Committee goals, objectives and program of work - Advisory committee meeting minutes	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Rating Scale

1 = Not Adequate
3 = Adequate
5 = Exemplary

Conclusion
4.

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
5. Is there a certified vocational coordinator (LVEC) who is responsible for the overall development, expansion, and improvement of secondary vocational education? Descriptors ✓ • is there vocational leadership to - coordinate the total vocational program - conduct surveys and study data - encourage, develop and implement instructional courses - encourage planning assistance from outside agencies - maintain ties with the DPI /BVE - serve as liaison with VTAE/other school districts - help place students - research funding sources, DPI, community agencies, alumni, foundations, JTPA, (PL94-142), (EICA Chapter 1-2), scholarships and endowments - provide staff development opportunities - evaluate vocational programs - report to administration/ board - serve as a resource for teachers and administrators ✓ • does the LVEC provide leadership which leads to vocational equity efforts ✓ • does a formal job description exist ✓ • are adequate time and resources available for the LVEC	Chpt. 1, 2 Chpt. 3: *H1-1, 4*	1 2 3 4 5	-Two-Year Plan - LVEC job description - Organization chart - Vocational equity plan - Inservice agendas - Department meeting minutes - Funded projects	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Rating Scale

1 = Not Adequate
3 = Adequate
5 = Exemplary

Conclusion
5.

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
6. Do the facilities, equipment, and resources support the vocational education program in new, innovative, and exemplary ways? Descriptors ✓ • are the facilities and equipment needs assessed and by whom ✓ • how are they assessed ✓ • is there a systematic plan for purchase of new or replacement of equipment, AV materials, etc. • are VTAE or neighboring districts' facilities considered in the development of new vocational education programs • do facilities and equipment address new and emerging technologies • is the equipment appropriate for programs offered • do facilities (learning environment) encourage enrollment of both boys and girls? • are certain vocational facilities segregated from the rest of the school resulting in certain students never being near them • are facilities unappealing, uncomfortable, uninviting for one sex or the other, for all students, for handicapped students • are changing rooms and/or restrooms for both males and females near each vocational area • (continued, next page)	Chpt. 1, 2 Chpt. 3: A-12, 15, 16 C1-41 *C2-38* E1-4 F1-13, 21, 22 *H1-13*	1 2 3 4 5	- Facility inventory - Resource and career information center - Modifications/adaptations for special needs - Equipment replacement plan	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews	
	Index	Rating	Index	Rating	Rating	
6. (continued) • are bulletin boards, signs, posters, and displays sex biased, sex fair, or supportive of nontraditional students and the achievement of equity • do posters or signs emphasize people's attractiveness, gender, or race rather than skills, interests or abilities						

Conclusion
6.

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
7. Are library/media services provided for 7-12 vocational programs? Descriptors • do students have access to a current, balanced collection of books, basic reference materials, texts, periodicals and audiovisual materials for vocational education • do library/media programs provide career information • is there a long-range plan for library media • is there a procedure for selection of materials, with input from vocational staff	Chpt. 1, 2 Chpt. 3: A-12 E1-4 (8), 10 (4), 21, 24, 30, 31 F1-3	1 2 3 4 5	- Library/media budgets - Library/media catalogs - Materials selection policy - Program of library/media activities	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

Conclusion
7.

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
8. Does the comprehensive career guidance program meet career development, vocational education, equity and employment needs of students? Descriptors • is there a written K-12 career guidance program • is career awareness, exploration, and content or activities included in the vocational program • is there adequate time available to provide students with information on job opportunities as well as educational opportunities • are there proper facilities and staffing • is the counselor/student ratio appropriate for the career guidance program • do career awareness, exploration, and development programs infuse equity concepts and expand male and female role expectations	Chpt. 1, 2 Chpt. 3: B1-32 to 42, 43, to 52 D1-17 to 28, 29 to 38 E1-22, 23, 24, 30, 31 *G1-13, 14* *H1-1, 2, 4*	1 2 3 4 5	- Guidance program objectives and activities - Counselor/pupil ratio - Counselor activity log - Data on student career planning and process - Counselor job description - LVEC job description - Job placement plan - Career objectives - Interest surveys - Advanced placement - Vocational assessment information - Board policy handbook	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Rating Scale

1 = Not Adequate
3 = Adequate
5 = Exemplary

Conclusion
8.

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
9. Does the district actively promote vocational education programs through a planned, coordinated process? Descriptors • is there a group or committee responsible for promoting vocational education • has an annual plan been developed to direct promotional activities • has a market segment (potentially interested students, community, parents, etc.) been identified • has the community and school image of vocational programs and students been identified and does that perception realistically reflect those programs and students • are a variety of techniques used to promote an image and inform the market segment of the advantages of taking vocational courses (such as brochures, posters, newsletters, news releases, newspaper ads, recognition awards, open house, slogans, buttons, t-shirts, etc.) • are all vocational education promotional materials reviewed for sex role stereotyping/bias and do they promote understanding of the need for equity and local equity goals • are recognition activities provided for staff and students in the program	Chpt. 1, 2 Chpt. 3: A-2, 7, 9 C1-41 *C2-38* E1-8 *J1-3, 5*	1 2 3 4 5	- Vocational education promotional plan - Needs assessment plan - Community survey - Portfolio of brochures, newsletters, news releases, etc. - LVEC job description	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

Conclusion
9.

EVALUATION

Primary Goals:

- Is there a systematic, ongoing program evaluation developed and in use which relates to the philosphy, goals, and objectives of the program? Determine the strengths and areas for improvement of the **evaluation** component of the program.
- Examine employability of **graduates**, preparation for post-secondary education, and satisfaction with the program.
- Determine how effectively recommendations from a **prior vocational evaluation** have been considered or implemented.

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
1. Are all vocational graduates followed up on a yearly basis? Descriptors • have formal surveys been developed and used for one-year graduates to include: - employment status - unemployment rate - educational status - relatedness - salaries - training satisfaction - career planning assistance • are graduates other than one-year graduates followed up in the same manner • is the data used for improvement, expansion, and creation of vocational education programs to meet the needs of business, industry and students • are the following people involved: LVEC, staff, guidance, special needs • are all follow-up studies conducted by gender, race, and handicap so that differences in program outcome (if any) for students in target populations can be determined	Chpt. 1, 2 Chpt. 3: A-14, 15, 16 B1-6, 8, 13, 15, 16, 17, 18 *B2-6, 8, 12, 15, 16, 17, 18, 19* E1-29 F1-16 *H1-17* *Italicized index represents optional questionnaires.*	1 2 3 4 5	- Follow-up data - Utilization plan - Survey forms	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

Conclusion
1.

EVALUATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
2. Are employers of vocational graduates surveyed on an annual basis? Descriptors • have formal surveys been developed and used to determine employer ratings of gradautes • do employers prefer to hire vocationally trained persons • do employers feel vocational courses should be a part of the high school program • how do employers rate - individual's occupational competence - work attitudes - basic skills - job skills • has employer input been used to improve vocational programs • are employers surveyed more often than annually	Chpt. 1, 2 Chpt. 3: A-14, 15, 16 C1-7 to 34, 39, 40 *C2-7 to 34, 37* E1-4, 5, 8, 29 F1-1, 6, 7, 12 *H1-16*	1 2 3 4 5	- Two-Year Plan - Utilization Plan - Follow-up data	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

Conclusion
2.

EVALUATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
3. Has utilization of prior evaluation findings occurred? Descriptors • has a formal utilization plan been developed and used • have evaluation findings been reviewed • have priorities been set for program improvement • do priorities set from evaluation findings appear as objectives in the Carl Perkins Two-Year Plan • has there been involvement from LVEC, administration and staff in utilization of evaluation findings • have areas of concern identified by the Team Report "Overview of Findings" been addressed	Chpt. 1, 2 Chpt. 3: A-14 E1-26, 29 F1-16, 17	1 2 3 4 5	- Evaluation plan - Utilization plan - Curriculum revision process - Budgets - Staffing plan - Cycle I and II Team Reports	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

Conclusion
3.

EVALUATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
4. Do staff regularly review their curriculum practices, procedures and materials? Descriptors • for program relevancy • to reflect reality of the work place • for awareness of business economics • for application of basic skills • for working across disciplines and across districts including post-secondary institutions • does advisory committee review of programs relate to this • for equal access to all programs • for unbiased and nondiscriminatory curriculum, materials and language • for student attainment of subject objectives • do students have an opportunity to evaluate vocational programs	Chpt. 1, 2 Chpt. 3: A-17, 20 E1-4, 27, 29, 30, 31 F1-8 *H1-9*	1 2 3 4 5	- Curriculum revision process - Two-Year Plan - Policy Handbook - In-service Plan - Competency Certificates - Curriculum Guide	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Rating Scale

1 = Not Adequate
3 = Adequate
5 = Exemplary

Conclusion
4.

EVALUATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
5. Are there notable outcome (follow-up) differences for male or female completers in: Descriptors • employment/unemployment rates • job or educational relatedness • upward mobility and further training opportunities • wages • job or training satisfaction • job skills • career planning assistance	Chpt. 1, 2 Chpt. 3: A-14, 16 B1-6, 8, 13, 15 to 17, 19 to 31, 32 to 52 B2-6, 8, 12, 15, 17, 18	1 2 3 4 5	- Follow-up data - Needs assessment reports - Labor market information - Two-Year Plan	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

Conclusion
5.

Special Needs Component

Name of School District	*Evaluator*	*Date*

PURPOSE:

The Rating Scale presents evaluation criteria, sources of documentation and a final rating of how well the school district meets each criterion. The final rating is used to write conclusions on those evaluation criteria which are to be commended or which need improvement.

DIRECTIONS:

1. **Primary Goals** are stated at the beginning of each area.
2. **Evaluation Criteria** appear as numbered items. State a conclusion for each numbered item at the Consensus Meeting.

   Descriptors identify characteristics of the criteria. Use descriptors to write suggested solutions.
3. **Documentation** is found in three sources:

Self-Evaluation Report

✓Use the letters and numerals of the self-evaluation index to locate findings in the report which address each numbered criterion.

✓Circle a Self-Evaluation rating number (see Key below) to indicate your judgement of how well the school district meets each numbered criterion based on the Self-Evaluation Report.

On-Site Exhibits

✓Review exhibits presented in the team work room. Use the on-site exhibits index to identify materials which pertain to each numbered criterion.

✓Circle an On-Site Exhibits rating number to indicate your judgement of how well the school district meets each numbered criterion, based upon On-Site Materials.

On-Site Interviews

✓Circle an On-Site Interview rating number to indicate your judgement of how well the school district meets each numbered criterion, based upon On-Site Interviews.

4. **Final Rating**

   Circle the appropriate rating number in the "Final Rating" column for each numbered criterion. The final rating is not necessarily an average of the three previous ratings, but rather your judgement of how well that school district meets each numbered criterion based on three sources of documentation.
5. **Conclusion**

   Write an objective statement of fact. Use the final rating to clarify your judgement of how well criteria have been met.

Key: 1 = Not Adequate (does not meet recommended minimum requirements for an acceptable program)
3 = Adequate (meets the minimum requirements for an acceptable program)
5 = Exemplary (fulfills requirements well beyond what is recommended for an acceptable program)

PLANNING

Primary Goals:

- Examine the philosophy, goals, and objectives of the program. Does the philosophy reflect new program directions/guidelines? Are the goals based upon the philosophy? Are objectives stated, consistent, and measurable? Determine the strengths and areas for improvement of the **goals/planning** component of the program.
- Is there evidence of a functioning, systematic and comprehensive needs assessment system? Determine the strengths and areas for improvement of the **needs assessment** component of the program.
- Is there evidence of efforts to eliminate discrimination and role stereotyping? Determine the strengths and areas for improvement in the **equity** component of the program.
- Examine the **Two-Year Plan**. Does it incorporate the goals and objectives of the vocational program?

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		**On-Site Exhibits**		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
1. Does the district define special needs learners? Descriptors • does the district have a list of students identified as being special needs learners • does this list include handicapped, academically disadvantaged, economically disadvantaged, limited English proficient, and at-risk learners • does the list identify male and female special needs learners	Chpt. 1, 2 Chpt. 3 A-13 *Italicized index represents optional questionnaires.*	1 2 3 4 5	- List of special needs learners - Staff in-service plan - Philosophy of vocational education	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

Conclusion
1.

PLANNING (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
2. Does the district formally assess the needs of special needs learners? Descriptors • is it current and accurate • is input solicited from staff who work with special needs learners • are the needs of special needs learners considered separately in information obtained from business and industry, employment and unemployment data, follow-ups, occupational skills needs and student needs	Chpt. 1, 2 Chpt. 3: A-13, 16 E1-27, 31 F1-8, 15 *H1-1, 2, 4, 25*	1 2 3 4 5	- Needs assessment report - Business/industry surveys - Student assessment reports - Community needs assessment reports - Facilities/equipment inventory	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

Conclusion
2.

PLANNING (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
3. Does the district philosophy of vocational education indicate responsibility for students who have special needs? Descriptors • do written program goals and objectives for the district indicate a committment to special needs learners • are they relevant and realistic for special needs learners • are federal and state goals and priorities reflected in the district's philosophy for special needs learners	Chpt. 1, 2 Chpt. 3 A-10, 13 E1-1, 2, 3 F1-4, 15, 28 *H1-1, 2, 19*	1 2 3 4 5	- Perkins Act: 98-524, Title II - Two-Year Plan - Philosophy of special education - Program goals and objectives - Budget - Career guidance program	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

Conclusion
3.

PLANNING (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
4. Does the district's written two-year vocational plan, annual Children At-Risk Plan and JTPA plan incorporate the vocational needs of special needs learners in a meaningful and coordinated way? Descriptors • do the plans incorporate goals and objectives intended to improve programming for special needs learners • are a variety of available resources such as state and federal position papers, surveys, curriculum guidelines and program standards identified and used in planning vocational education for special learners • is the plan realistic for special needs learners in light of staff, facilities and other resources that could reasonably be allocated • does staff use the plan for program implementation • (continued, next page)	Chpt. 1, 2 Chpt. 3 A-13, 16 E1-15, 17, 18, 19	1 2 3 4 5	- Two-Year Plan - Vocational Equity Plan - Program goals and objectives - Community resource surveys - District, state, and federal support services - Curriculum guides - Children At-Risk Plan - JTPA plan	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

PLANNING (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
4. (continued) • do special educators, vocational educators, guidance/pupil services, general educators (and others as appropriate) collaborate in the development of plans for meeting the vocational needs of special needs learners • have special needs staff been involved in the development and implementation of a vocational equity plan • have special needs staff reviewed local labor market information for differences in male/female participation, experiences, problems, benefits						

Conclusion
4.

IMPLEMENTATION

Primary Goals:

- Does the operational program reflect identified needs of the district, its stated philosophy and objectives, sound administration and management, instructional practices, career development strategies, vocational guidance and services to students with special needs? Determine the strengths and areas for improvement of the **implementation** component of the program.
- Determine whether the total vocational program provides adequate **preparation for employment**.
- Examine the curriculum to determine evidence of philosophy, goals and objectives that reflect **new directions** in program areas.
- Determine whether **facilities and equipment** support the curriculum.
- Examine how **leadership** for the vocational program is provided.

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
5. Is information provided to special needs learners and parents of such learners concerning the opportunities available in vocational education at least one year before the students enter high school? Descriptors • can evidence be located to verify how this notification was conducted • has the notification included a list of all vocational offerings, admissions criteria, and the name, office address, and telephone number of the person(s) designated to coordinate vocational education programs • does it include a definition of vocational education • does it explain that this assessment will result in an individualized vocational plan • (continued, next page)	Chpt. 1, 2 Chpt. 3: A-13 E1-21 *Italicized index represents optional questionnaires.*	1 2 3 4 5	- Portfolio of news releases, brochures, newsletters, etc. - Agendas of information meetings - Tapes of radio news items - IEPs - Enrollment procedure for special needs learners - Philosophy of vocational education	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
5. (continued) • does it describe the vocational assessment process that will be provided for special needs learners before they enroll in vocational courses • does it identify what parents can do to facilitate the career development process • does the notification encourage parents and students to avoid job/career stereotyping on the basis of gender • does it list the basic skills/knowledges/competencies that are important for occupational success • does it identify typical jobs a student might obtain by completing all *or a portion* of each vocational education program • does it describe the kind of special help students can expect to receive from support service personnel • does it identify the portion of a student's time typically spent in vocational education coursework • does it describe the various teaching methods such as cooperative work experience, simulated work experience, and supervised occupational experience that vocational education uses						

Conclusion
5.

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
6. Does each special needs learner that enrolls in a vocational education program receive an assessment of his/her interests, abilities, and special needs with respect to successfully completing the vocational education program? Descriptors • are the five following determinations made for each student: - at which stage of preparation is this student (vocational awareness, exploration, or preparation) - in which occupational area is this student most interested - for which occupational area(s) does this student have aptitude and ability - what particular learning requirements (special needs) will need to be met if this student is to succeed in a specific vocational program - what job title, potential employment outcome or post-school goal has been tentatively identified for this student	Chpt. 1, 2 Chpt. 3: A-13, 18 E1-1, 4, 24, 27, 31 *H1-1, 2, 24, 25*	1 2 3 4 5	- Needs assessment report - Student assessment reports - IEPs and other written vocational plans	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

Conclusion
6.

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
7. Does the information gained in a vocational assessment result in a written plan for each special needs learner who enrolls in vocational education? Descriptors • does the Individual Education Plan (IEP) of each handicapped student who enrolls in vocational education include a vocational component • have the five determinations listed in question #7 been used in the development of a written vocational plan for each non-EEN special needs student that enrolls in vocational education • are regular reviews made of each written vocational plan and the plans adjusted as student needs change • has there been broad involvement in vocational plan development and updating (e.g., vocational staff, special education, JTPA staff, guidance and administration)	Chpt. 1, 2 Chpt. 3: A-13, 16 E1-1, 17, 24, 31 *H1-1, 2, 24, 25*	1 2 3 4 5	- IEPs and other written vocational plans - Needs assessment reports - Two-Year Plan	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Rating Scale

1 = Not Adequate
3 = Adequate
5 = Exemplary

Conclusion
7.

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
8. Does the special needs curriculum promote and support the goals of vocational equity? Descriptors • Are instructional activities and materials reviewed to determine if they are based on, or communicate stereotypes or bias which attribute behaviors, abilities, interests, values, or roles to a person or group of persons based on their gender? • Does the special needs curriculum encourage both males and females to prepare for work of the family and work in the paid labor force? Are students exposed to the decision-making, negotiating, coordinating, and partnership skills they will need to prepare for these dual roles? • Have special needs curricular objectives been redefined or reconstructed to teach students about equity related issues • (continued, next page)	Chpt. 1, 2 Chpt. 3: A-13, 15 E1-1, 9, 17, 18, 19, 30, 31	1 2 3 4 5	- Two-Year Plan - Equity Plans - Curriculum guides - Labor market data - Training agreements - IEPs and other written vocational plans - Vocational student organization memberhsip lists	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
8. (continued) • Is local labor market information by gender the basis for curricular revision and development? • Are work experiences equitable or do they reflect traditional occupational stereotypes. Are students assisted to deal with sex role stereotyping, sex bias, sexual harassment, or sex discrimination if it occurs on the job? - Do training agreements include a nondiscrimination clause? - Do instructors inform local employers that they may not lawfully recruit students for work experience or part-time employment on the basis of gender, race, or absence of handicap/special needs? • Do both male and female special needs students have equal access to all VSOs, courses and programs? Does the master schedule allow for this flexibility? Are prerequisites or length of course a barrier to nontraditional exploration? Is there a required exploratory program for all students?						

Conclusion
8.

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
9. Does each special needs learner who enrolls in a vocational education program receive special services (i.e., adaptation of curriculum, instruction, equipment, and/or facilities) designed to meet the special needs identified during a vocational assessment? Descriptors • are services which are identified in the written plan actually being provided • has curriculum been adapted to focus on mastering essential content first • to what extent do special education staff provide direct instructional support to EEN students enrolled in vocational classes • is special instructional material available and used to meet the vocational education needs of special needs learners • have special needs staff educated themselves about equity issues and goals • (continued, next page)	Chpt. 1, 2 Chpt. 3: A-1, 6, 13, 15, 20, 21 E1-1, 4, 9, 17, 18, 19, 24, 31	1 2 3 4 5	- Modifications/adaptations - Curriculum guides - Enrollment procedures for special needs students - Guidance plan - Alternative program curriculum - Curriculum revision process - Follow-up reports - Student organization minutes - Alternative programs - Media budgets - IMC selection policy - Equipment/facilities inventory - Modifications/adaptations - Media budgets - Library catalogs - IMC selection policy - IEPs - Staff schedule	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
9. (continued) • has the district provided or supported equity staff development opportunities for special needs staff • has delivery of instruction been adapted to best serve special needs learners • have special needs staff reviewed their teaching methods for stereotyping and bias and adopted methods which promote equity • do they provide nontraditional role models and models of men and women working together in a wide variety of tasks • do they make conscious effort to improve the self-esteem/confidence of both male and female students • (continued, next page) 129						130

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
9. (continued) • are the following instructional methods being used for special needs learners: supervised work experience, simulation, contracting, independent study, cooperative education • do special needs learners participate in vocational student organizations • do separate or alternative vocational program(s) exist for students whose needs cannot be met through standard course offerings • have special needs staff made the facilities inviting and equitable to attract and serve a diverse student population • have special needs staff reviewed their instructional materials for bias and stereotyping • are student assessment or testing materials reviewed for bias in questions, scoring or interpretation						

Conclusion
9.

PLANNING (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
10. Do vocational education staff effectively accommodate special needs learners? Descriptors • are staff aware of differences between handicapped youth and disadvantaged youth • have they been informed about the educational needs of each special needs learner • do they work with the staff having primary responsibility for special needs learners • are employment outcomes identified for special needs learners • are appropriate numbers of special needs learners actually enrolled and succeeding in all exploratory, sequential, and occupational skills training courses • do vocational education advisory committees include members who are qualified to represent the needs of special needs learners • have employers been informed about the nature of special needs learners and been asked to suggest what skills they need most in order to obtain entry level employment	Chpt. 1, 2 Chpt. 3: A-6, 13 B1-1, 3, 6, 8, 12, 13, 14, 15, 16 *B2-1, 3, 6, 8, 12, 14, 15, 16* C1-1, 3, 7 to 34 *C2-1, 3, 7 to 34* E1-1, 17, 24, 31	1 2 3 4 5	- In-service plan - Conference attendance - Department meetings - Enrollment procedures for special needs students - Student/teacher ratio - Follow-up data - Curriculum guides - Enrollment records - Advisory committee membership roster - Advisory committee minutes	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

Conclusion
10.

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
11. What are the male and female enrollment figures for special needs students: Descriptors • Handicapped - # males % males - # females % females • Disadvantaged - # males % males - # females % females • Limited English Proficient - # males % males - # females % females	Chpt. 1, 2	1 2 3 4 5	- Two-Year Plan - Veds data	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

Conclusion
11.

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
12. Do special needs learners who enroll in vocational education programs receive at least as much guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provisions of such services as nonspecial needs learners? Descriptors • are they provided career planning skills • are they provided career awareness and exploration experiences • are they provided personal and interpersonal work skills	Chpt. 1, 2 Chpt. 3: A-13 B1-3, 14, 32 to 52 D1-3, 17 to 38	1 2 3 4 5	- Guidance program plan - Developmental Guidance Plan	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

Conclusion
12.

IMPLEMENTATION (concluded)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
13. Do special needs learners who enroll in a vocational program receive counseling services to facilitate the transition to post-school employment? Descriptors • have alternative programs been recommended which provide individualized work experience, employability skills, and improved overall educational performance targeted to post-school goals • have activities been coordinated which provide for the involvement of the family in the planning and design of strategies which meet post-school needs of the individual • have provisions been made for the establishment of an in-school job placement service which will assist special needs learners to obtain employment • are students assisted in adjusting their instructional program in response to post-school goals • have students' educational progress been monitored on a regular basis	Chpt. 1, 2 Chpt. 3: A-13 E1-9, 31 *H1-1, 2, 24*	1 2 3 4 5	- IEPs - Developmental Guidance Plan - Job placement process - Modification/adaptations	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Rating Scale

1 = Not Adequate
3 = Adequate
5 = Exemplary

Conclusion
13.

EVALUATION

Primary Goals:

- Is there a systematic, ongoing program evaluation developed and in use which relates to the philosphy, goals, and objectives of the program? Determine the strengths and areas for improvement of the **evaluation** component of the program.
- Examine employability of **graduates**, preparation for post-secondary education, and satisfaction with the program.
- Determine how effectively recommendations from a **prior vocational evaluation** have been considered or implemented.

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
14. Do the annual district graduate and employer follow-up studies pay particular attention to special needs learners? Descriptors • are special needs learners and their parents surveyed • is the percentage of special needs learners who are employed or in-school proportionate to the total vocational population • are they working in fields related to their high school training • are their salaries comparable to the total vocational population • do special needs students believe they were made aware of occupational opportunities while in high school • (continued, next page)	Chpt. 1, 2 Chpt. 3: A-13, 16 B1-6, 8, 13, 19 to 31, 32 to 52 *B2-6, 8, 12, 14, 15* C1-39 *C2-37* *G1-12 to 15* *Italicized index represents optional questionaires.*	1 2 3 4 5	- Follow-up data - District needs assessment report - Community needs assessment report - Student assessment report - Parent survey	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

EVALUATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
14. (continued) • do they believe they received information on career and job options • do they believe that their vocational classes related to their career goals • do special needs learners believe their needs and interests were assessed • are vocational educators and others who work with special needs learners aware of follow-up results as they pertain to special needs learners • do employers of special needs learners prefer hiring graduates who have had experience in high school vocational education classes • have employers been informed about the nature of special needs learners and been asked to suggest the skills they need most in order to obtain entry level employment • do vocational graduates who were special needs learners exhibit a work ethic; competence in broad transferable work skills; competence in specific skills; competence in reading, writing and computation						

Conclusion
14.

EVALUATION(continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
15. Have recommendations directed to special needs learners from prior evaluations been addressed and have changes occured as a result? Descriptors	Chpt. 1, 2 Chpt. 3: A-14 E1-26 F1-16	1 2 3 4 5	- Utilization plan - Two-Year Plan - Cycle I and II Team Reports	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Rating Scale

1 = Not Adequate
3 = Adequate
5 = Exemplary

Conclusion
15.

EVALUATION (concluded)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
16. Is there visible administrative support for planning, implementation, and evaluation of special needs programs? Descriptors • is nonlocal funding which is available for programs for special needs learners being used effectively • is there anything in the district's staff performance criteria that would suggest that effective service to special needs learners is a priority • is there a systematic staff development plan focused on improving services for special needs learners	Chpt. 1, 2 Chpt. 3: A-13, 14, 16 E1-9, 10, 28	1 2 3 4 5	- Two-Year Plan - School board policy - Staff performance criteria - Staff development plan	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

Conclusion
16.

Guidance Component

Name of School District

Evaluator

Date

PURPOSE:

The Rating Scale presents evaluation criteria, sources of documentation and a final rating of how well the school district meets each criterion. The final rating is used to write conclusions on those evaluation criteria which are to be commended or which need improvement.

DIRECTIONS:

1. **Primary Goals** are stated at the beginning of each area.
2. **Evaluation Criteria** appear as numbered items. State a conclusion for each numbered item at the Consensus Meeting.

   Descriptors identify characteristics of the criteria. Use descriptors to write suggested solutions.
3. **Documentation** is found in three sources:

Self-Evaluation Report

✓Use the letters and numerals of the self-evaluation index to locate findings in the report which address each numbered criterion.

✓Circle a Self-Evaluation rating number (see Key below) to indicate your judgement of how well the school district meets each numbered criterion based on the Self-Evaluation Report.

On-Site Exhibits

✓Review exhibits presented in the team work room. Use the on-site exhibits index to identify materials which pertain to each numbered criterion.

✓Circle an On-Site Exhibits rating number to indicate your judgement of how well the school district meets each numbered criterion, based upon On-Site Materials.

On-Site Interviews

✓Circle an On-Site Interview rating number to indicate your judgement of how well the school district meets each numbered criterion, based upon On-Site Interviews.

4. **Final Rating**

   Circle the appropriate rating number in the "Final Rating" column for each numbered criterion. The final rating is not necessarily an average of the three previous ratings, but rather your judgement of how well that school district meets each numbered criterion based on three sources of documentation.
5. **Conclusion**

   Write an objective statement of fact. Use the final rating to clarify your judgement of how well criteria have been met.

Key: 1 = Not Adequate (does not meet recommended minimum requirements for an acceptable program)
3 = Adequate (meets the minimum requirements for an acceptable program)
5 = Exemplary (fulfills requirements well beyond what is recommended for an acceptable program)

PLANNING

Primary Goals:

- Examine the philosophy, goals, and objectives of the program. Does the philosophy reflect new program directions/guidelines? Are the goals based upon the philosophy? Are objectives stated, consistent, and measurable? Determine the strengths and areas for improvement of the **goals/planning** component of the program.
- Is there evidence of a functioning, systematic and comprehensive needs assessment system? Determine the strengths and areas for improvement of the **needs assessment** component of the program.
- Is there evidence of efforts to eliminate discrimination and role stereotyping? Determine the strengths and areas for improvement in the **equity** component of the program.
- Examine the **Two-Year Plan**. Does it incorporate the goals and objectives of the vocational program?

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
1. Is the philosophy of the K-12 career guidance program incorporated into the district's philosophy of vocational education? Descriptors • is the guidance staff aware of the philosophy • is the philosophy reflected in the services provided through the vocational and career guidance program • does the vocational and career guidance staff use the philosophy to promote vocational education programs and to recruit students into these programs	Chpt. 1, 2 Chpt. 3 A-16 E1-1, 2, 3, 11 *H1-1, 2, 19* *Italicized index represents optional questionnaires.*	1 2 3 4 5	- Philosophy consistent with Carl Perkins Act: 98-524 - Career philosophy - Career guidance plan - Two-Year plan - Budget - Staffing plan	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary
	Conclusion 1.					

PLANNING (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
2. Is a formal needs assessment conducted and are the results used for improvement and expansion of the career guidance program? Descriptors • is input from staff solicited • do guidance staff use the results to aid in program planning and implementation • are staff aware of new and emerging technologies as the result of assessment • are they aware of occupational opportunities in the community and region • are they aware of requirements for employment in various occupational fields • do they reach all students with this information • are guidance staff aware of equipment, materials, and resources necessary to meet the needs of students who will be employed in business, industry, or entrepreneurial ventures as a result of the assessment • (continued, next page)	Chpt. 1, 2 Chpt. 3 A-16 D1-17 to 38 E1-4, 7, 22, 24, 30 *H1-1, 2-25*	1 2 3 4 5	- Needs assessment reports - Curriculum guides - Career guidance plan - Job placement plan - Enrollment records - Agendas for student orientation sessions	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

PLANNING (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
2. (continued) • are guidance staff aware of the special needs of handicapped and disadvantaged individuals, persons with limited English proficiency, adults in need of training or retraining, single parents, nontraditional students and criminal offenders as a result of the assessment						

Conclusion
2.

PLANNING (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
3. Is the K-12 career guidance program included in the district's Two-Year Plan? Descriptors • did guidance staff provide information for the plan • is the section of the plan which relates to career guidance realistic in terms of what the district provides for funds, equipment, facilities, and staff • does the guidance staff use the plan for program implementation	Chpt. 1, 2 Chpt. 3: A-16 E1-15	1 2 3 4 5	- Two-Year Plan - Budget - Facility/equipment replacement schedule	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Rating Scale

1 = Not Adequate
3 = Adequate
5 = Exemplary

Conclusion
3.

PLANNING (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
4. Does the K-12 career guidance program encourage the elimination of role stereotyping and bias? Descriptors • does the career guidance philosophy refer to both boys and girls • do needs assessment instruments, procedures, and resulting data identify special career guidance needs of females? of males? • does the guidance advisory committee have a balance of male and female members • have counselors been involved in the development of the district's vocational equity plan? • are career assessment instruments (interests, aptitude, work samples, etc.) reviewed for stereotyping, bias, and discrimination in questions, scoring, or interpretation? Are they administered to an equal number of boys and girls? • does the career guidance plan include equity objectives including promotion of nontraditional career information • (continued, next page)	Chpt. 1, 2 Chpt. 3: A-15 E1-9, 24, 30, 31 F1-13, 19, 20 *G1-13, 14, 15*	1 2 3 4 5	- District philosophy - Career guidance philosophy - Needs assessment reports - Career guidance plan - Two-Year Plan	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

PLANNING (concluded)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
4. (continued) • are counseling materials free of stereotyping and bias. Materials include promotional materials from companies, post-secondary schools and the military, posters, career information systems (both hardcopy and software), career books or biographies in the library, standing files with information on jobs. AV materials include films, videos, slide tape, filmstrip, and software programs. • **does the career guidance curriculum include developmental student competencies related to student understanding of sex role socialization, stereotyping and bias?**						

Conclusion
4.

IMPLEMENTATION

Primary Goals

- Does the operational program reflect identified needs of the district, its stated philosophy and objectives, sound administration and management, instructional practices, career development strategies, vocational guidance and services to students with special needs? Determine the strengths and areas for improvement of the **implementation** component of the program.
- Determine whether the total vocational program provides adequate **preparation for employment**.
- Examine the curriculum to determine evidence of philosophy, goals and objectives that reflect **new directions** in program areas.
- Determine whether **facilities and equipment** support the curriculum.
- Examine how **leadership** for the vocational program is provided.

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
5. Is there a comprehensive career guidance program which meets career development, vocational education, and employment needs of vocational education students? Descriptors • does the program assist students to acquire self-assessment, career planning, career decision making, and employability skills • does the program assist students to make the transition from education and training to work • does the program assist students to maintain the marketability of current job skills in established occupations • (continued, next page)	Chpt. 1, 2 Chpt. 3: A-10,16 B1-19 to 42 D1-17 to 28 E1-22, 24, 30 *G1-7, 13, 14, 15* *Italicized index represents optional questionnaires.*	1 2 3 4 5	- Career guidance plan	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

IMPLEMENTATION

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
5. (continued) • does the program assist students to develop new skills to move away from declining occupational fields and enter new and emerging fields in high technology areas and fields experiencing skill shortages • does the program assist students to develop mid-career job search skills and to clarify career goals • does the program assist students to obtain and use information on financial assistance for postsecondary and vocational education and job training						

Conclusion
5.

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
6. Does the comprehensive vocational education curriculum incorporate career guidance? Descriptors • have students needs, interests, and abilities been considered • does it address traditional and nontraditional occupation information; technical, new and emerging occupations; equity; services provided for at-risk youth • **has guidance staff input been solicited** • **is guidance staff aware of the curriculum** • **is the guidance staff aware of and using the DPI Developmental Guidance Model**	Chpt. 1, 2 Chpt. 3: A-6, 10, 15, 16, 20 B1-19 to 42 D1-17 to 28 E1-22 *G1-11, 13, 14, 15*	1 2 3 4 5	- Curriculum guides - Program descriptions - Advanced placement - Student assessment reports - Vocational equity plan - Career guidance plan	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

Conclusion
6.

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
7. Is career information provided to reflect current, new and emerging occupations including awareness, broad-range knowledge, transferable skills and specialized training? Descriptors • is there a formalized, up-to-date career information system or center available • is labor market information (national, state, regional, local) available for all students • are career interests and exploration experiences provided including - increased knowledge of the area and community job market - an understanding of the state, regional, and local labor market relative to interests, abilities, and aptitude - information on alternative occupational opportunities that may also be available	Chpt. 1, 2 Chpt. 3: A-16 B1-19 to 42 D1-17 to 38 E1-22 *G1-11, 13, 14, 15*	1 2 3 4 5	- Career guidance plan - Curriculum guides - Agendas for student orientation session	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

Conclusion
7.

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
8. Can the guidance staff and vocational staff accommodate the career guidance needs of all students? Descriptors • is the counselor/pupil ratio low enough to equitably serve all students • is the guidance department fully aware of vocational course offerings • are they aware of needed skills and prerequisites • do they assess students' abilities and interests • do they provide career planning skills, career awareness and exploration experiences, personal and interpersonal work skills and promote nontraditional exploration • do they confer with vocational instructors on a regular basis to remain knowledgeable about the programs • are special needs learners provided equal access to career guidance services such as: - decision making/goal setting - understanding the importance of acquiring and maintaining positive work values, habits, job skills	Chpt. 1, 2 Chpt. 3: A-13, 15, 17 B1-19 to 42 D1-17 to 28 E1-22 *G1-11, 13 to 15*	1 2 3 4 5	- Career guidance plan - Counselor pupil ratio - Counselor job description - Counselor activity log - Data on student career planning process - Job placement plan - Student interest survey - Policy handbook - Advanced placement	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
8. (continued) • are students informed of male and female paid labor force participation rates, the wage gap between male and female wages, historical occupational segregation, future occupational opportunities, especially in nontraditional, new and emerging, and technical occupations? • are students encouraged to consider the changing roles of men and women in light of changing social and economic conditions and the potential effect on their lives?						

Conclusion
8.

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
9. Do guidance staff equally serve both boys and girls? Descriptors • have staff reviewed their counseling methods for stereotyping and bias and adopted methods which promote achievement of equity? • have staff educated themselves about equity issues and goals? Has the district provided or supported equity staff development activities? • do students have access to both a male or female counselor? If not, is there provision to provide students access to counseling by someone of the missing gender? • are equal numbers of female and male students served by the counseling program? • do guidance staff periodically review enrollment trends for all courses and programs by sex. Is an analysis of disproportionate enrollment done? Are changes made as a result of this analysis? Are administrators, board members, teachers, and advisory committee members informed ? • do guidance staff incorporate local labor market and demographic information by sex into the career guidance process?	Chpt. 1, 2 Chpt. 3: A-15 E1-9, 18, 22, 24, 30, 31 *G1-11, 13 to 15*	1 2 3 4 5	- Counselor activity log - Student objectives - Counselor job description	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

Conclusion
9.

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
10. Do the guidance facilities, equipment, and resources support the program in new, innovative, and exemplary ways? Descriptors • is the guidance office large enough to serve students and does it offer privacy • is a phone available • are career resources available in the guidance office • is financial aid information available • are career resources available elsewhere • is current labor market information readily available to students • does a career information system exist and is it readily available to students	Chpt. 1, 2 Chpt. 3: A-12 E1-4 F1-21	1 2 3 4 5	- Equipment/facilities inventory - Budget - Guidance plan	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

Conclusion
10.

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
11. Does a representative of the guidance staff participate on local vocational advisory committees? Descriptors • is there a career guidance advisory committee	Chpt. 1, 2 Chpt. 3: A-2 E1-6 F1-29	1 2 3 4 5	- Advisory committee roster, and minutes	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

Conclusion
11.

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
12. Is the career guidance program designed to facilitate the transition to post-school employment and career opportunities and is it provided to special learners in the same manner as it is provided to other students? Descriptors • are alternative educational programs recommended which provide individualized work experience, employability skills, and improved overall eduational performance • are activities coordinated which provide for the involvement of the family in planning and design of strategies which meet the needs of the individual • are provisions made for the establishment of, or involvement in, a centralized job placement service which will assist students to obtain full-time, part-time, or temporary employment within the community or nearby region • (continued, next page)	Chpt. 1, 2 Chpt. 3: A-10, 13, 16 D1-9, 15, 16 E1-22, 24, 30, 31 *G1-11, 13 to 15* *H1-1, 2, 5, 8, 11*	1 2 3 4 5	- Career guidance plan - Counselor job description - Alternative programs - Job placement plan - Student assessment reports - IEPs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
12. (continued) • are students assisted in adjusting their instructional program and/or teacher assignments • are assessments and appropriate referrals provided relative to the students' - social adjustment and peer relationships - personality and development - career development - health and well-being • has assistance been provided in the development and implementation of the individual educational plan (IEP) and/or ammendments when the need arises • have the educational programs of special learners been monitored on a regular basis and intervened when necessary						

Conclusion
12.

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
13. Does the job description of the counselor(s) include tasks related to serving the needs of all students, including vocational students? Descriptors • do counselors provide all students (including handicapped and disadvantaged individuals, persons with limited English proficiency, adults in need of training or retraining, single parents, nontraditional students, and criminal offenders) with information regarding job and educational opportunties related to the vocational programs • have they developed and used a formal assessment of students' needs, abilities, and future plans • have they developed and used a formal follow-up of graduates and their employers • are they aware of current and emerging occupational opportunities in their community and region through resources and visits to business and industry • (continued, next page)	Chpt. 1, 2 Chpt. 3: A-16, 18 E1-1, 4, 9, 17, 18, 19, 22, 30, 31 F1-29	1 2 3 4 5	- Counselor job description - Career guidance plan - Career education plan - In-service schedule - Agendas for student orientation - Vocational education promotion plan	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

IMPLEMENTATION (concluded)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
13. (continued) • are they aware of vocational education programs in their district • are they aware of post-secondary vocational education programs • do they work with staff in developing students' career awareness, career and skills exploration, and specific skills development • do they work wtih staff in developing work ethic; decision-making skills, and acceptance for flexibility in jobs • do career guidance staff participate in the overall promotional activities of the district's vocational education program with other vocational staff?						
	Conclusion 13.					

EVALUATION

Primary Goals:

- Is there a systematic, ongoing program evaluation developed and in use which relates to the philosphy, goals, and objectives of the program? Determine the strengths and areas for improvement of the **evaluation** component of the program.
- Examine employability of **graduates**, preparation for post-secondary education, and satisfaction with the program.
- Determine how effectively recommendations from a **prior vocational evaluation** have been considered or implemented.

Evaluation Criteria	Documentation: Self-Evaluation Report		Documentation: On-Site Exhibits		Documentation: On-Site Interviews Rating	Final Rating
	Index	Rating	Index	Rating		
14. Are all vocational graduates followed up on an annual basis? Descriptors • have formal surveys been developed and used for one-year graduates to include: - employment status - educational status - relatedness - wages - training satisfaction • are Carl Perkins targeted populations followed-up on the same basis as other students • is the follow-up data used for improvement, expansion and creation of vocational education programs to meet the needs of business, industry, and students	Chpt. 1, 2 Chpt. 3: A-16 B1-6, 8, 13, 15, 17, 32 to 52 *Italicized index represents optional questionnaires.*	1 2 3 4 5	- Follow-up data - Career guidance plan - Utilization plan	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

Conclusion
14.

EVALUATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
15. Are employers of graduates surveyed on an annual basis? Descriptors • have formal surveys been developed and used to determine - ability to follow directions - cooperation - efficiency and accuracy - ability to communicate effectively - understanding the value and importance of work - ability to accept advice and supervision - ability to apply skills and knowledge to new situations - job seeking and getting skills	Chpt. 1, 2 Chpt. 3: A-16 C1-7 to 34, 39 40	1 2 3 4 5	- Follow-up data - Career guidance plan - Utilization plan	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

Conclusion
15.

EVALUATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
16. Have guidance recommendations from prior evaluations been addressed and have changes occurred as a result? Descriptors • has a formal utilization plan been developed and used • have evaluation findings been reviewed • have priorities been set for guidance program improvement • do guidance priorities set from evaluation findings appear as objectives in the Two-Year Plan • has there been involvement from LVEC, administration and staff in utilization of evaluation findings • have areas of concern identified by the Team Report "Overview of Findings" been addressed	Chpt. 1, 2 Chpt. 3: A-14, 16 E1-26 F1-16, 29	1 2 3 4 5	- Evaluation plan - Utilization plan - Career guidance review process - Budgets - Staffing plan - Two-Year Plan - Cycle I and II Team Reports	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

Conclusion
16.

EVALUATION (concluded)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
17. Do guidance and vocational staff regularly evaluate their practices, procedures, and materials in relation to student needs? Descriptors • to reflect reality of the workplace • for working across disciplines and across districts including post-secondary institutions • for equal access to all programs • for unbiased and nondiscriminatory curriculum, materials and language	Chpt. 1, 2 Chpt. 3: A-16 E1-4, 23, 24, 30, 31	1 2 3 4 5	- Material revision process - Two-Year Plan	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Rating Scale

1 = Not Adequate
3 = Adequate
5 = Exemplary

Conclusion
17.

Program Area Component

Name of School District

Evaluator

Date

PURPOSE:

The Rating Scale presents evaluation criteria, sources of documentation and a final rating of how well the school district meets each criterion. The final rating is used to write conclusions on those evaluation criteria which are to be commended or which need improvement.

DIRECTIONS:

1. **Primary Goals** are stated at the beginning of each area.
2. **Evaluation Criteria** appear as numbered items. State a conclusion for each numbered item at the Consensus Meeting.

   Descriptors identify characteristics of the criteria. Use descriptors to write suggested solutions.
3. **Documentation** is found in three sources:

Self-Evaluation Report

✓Use the letters and numerals of the self-evaluation index to locate findings in the report which address each numbered criterion.

✓Circle a Self-Evaluation rating number (see Key below) to indicate your judgement of how well the school district meets each numbered criterion based on the Self-Evaluation Report.

On-Site Exhibits

✓Review exhibits presented in the team work room. Use the on-site exhibits index to identify materials which pertain to each numbered criterion.

✓Circle an On-Site Exhibits rating number to indicate your judgement of how well the school district meets each numbered criterion, based upon On-Site Materials.

On-Site Interviews

✓Circle an On-Site Interview rating number to indicate your judgement of how well the school district meets each numbered criterion, based upon On-Site Interviews.

4. **Final Rating**

   Circle the appropriate rating number in the "Final Rating" column for each numbered criterion. The final rating is not necessarily an average of the three previous ratings, but rather your judgement of how well that school district meets each numbered criterion based on three sources of documentation.
5. **Conclusion**

   Write an objective statement of fact. Use the final rating to clarify your judgement of how well criteria have been met.

Key: 1 = Not Adequate (does not meet recommended minimum requirements for an acceptable program)
3 = Adequate (meets the minimum requirements for an acceptable program)
5 = Exemplary (fulfills requirements well beyond what is recommended for an acceptable program)

PRIMARY GOALS

1. Determine the effectiveness of the high school occupational preparation programs. These include *but are not limited to* agriculture, business education, health occupations, family and consumer education, technology education and marketing education. Develop recommendations for improvement.

Sub-Goals

- Determine if the courses are preparing students for the world of work, labor market needs, and/or for post-secondary educational training.
- Determine if program offerings are comprehensive and responsive to student needs.
- Determine the effectiveness of current courses, how recently program offerings have been modified, deleted or upgraded, and how effectively this was done.
- Determine the presence/absence of discrimination, stereotyping, and bias, and efforts made to promote vocational equity, nontraditional enrollments and opportunities.
- Determine in-school articulation and community articulation between the local vocational programs, local resources and other educational agencies.
- Determine if program offerings provide access to special needs learners, and a comprehensive career guidance program.

2. Determine whether pre-high school exploratory courses are relevant, adequate, and available to a wide range of students. Develop recommendations for improvement.

SUB-GOALS

- Determine if the courses offered are preparing students for the world of work.
- Determine if program offerings are comprehensive and responsive to student needs.
- Determine the effectiveness of current courses, how recently program offerings have been modified, deleted or upgraded, and how effectively this was done.
- Determine the presence/absence of discrimination, stereotyping and bias, and the efforts made to promote vocational equity, nontraditional enrollments and opportunities.
- Determine in-school articulation and community articulation between the local vocational programs and local resources.
- Determine if program offerings provide access to special needs learners and a comprehensive career guidance program.

CHECK ONE:

☐ Agriculture
☐ Business Education
☐ Health Occupations
☐ Family & Consumer Education
☐ Marketing Education
☐ Technology Education

PLANNING

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
1. Does the program area have a philosophy of vocational education and is it used to direct the (agriculture, business education, health occupations, family and consumer education, marketing education, technology education) program? Descriptors • is the program area philosophy appropriate to the district vocational philosophy • is it consistent with current state standards and guidelines • are program area objectives appropriate to district and vocational philosophies • is the staff aware of the program area philosophy and the district vocational philosophy • is the ________ philosophy reflected in the offerings of the total ________ program • is it used to help promote the _______ program and to recruit students	Chpt. 1, 2 Chpt. 3: A-6, 10, 16, 20 E1-2, 3, 11 F1-4 *Italicized index represents optional questionnaires.*	1 2 3 4 5	- District philosophy - Vocational philosophy - Program area philosophy - Program goals and objectives - Curriculum guide	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

Conclusion
1.

PLANNING (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
2. Does the program area use a formal needs assessment and is it used for improvement and expansion of ________ programs? Descriptors • is it a part of a district-wide vocational formal needs assessment • is input from staff solicited • is advisory committee input solicited • do staff use the results to aid in program planning and implementation • as a result of the assessment are staff aware of new and emerging technologies • are local business/industry needs assessed • are staff aware of equipment, materials and resources necessary to meet the needs of students who will be employed in business, industry, or entrepreneurial ventures	Chpt. 1, 2 Chpt. 3: A-6, 10, 16, 20 D1-9 E1-4, 5, 6, 7 17 to 19 F1-6 to 9 *H1-25*	1 2 3 4 5	- Needs assessment, district and program area - Labor market data - Student assessment reports - Community needs assessment reports - Business/industry occupational surveys - Advisory committee minutes	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

Conclusion
2.

PLANNING (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
3. Is the program area included in the Two-Year Plan? Descriptors • did staff provide information for the plan • is the plan realistic for the ____ program in terms of what the district provides for funds, equipment, facilities, and staff • does the staff use the plan for program involvement • are a variety of available resources identified and used in planning for vocational education opportunities • have staff been involved in the development and implementation of a vocational equity plan • have staff reviewed local labor market information for differences in mnale female participation, experiences, problems and benefits	Chpt. 1, 2 Chpt. 3: A-6, 10, 16, 20 E1-11, 14, 15	1 2 3 4 5	- Budgets - Two-Year Plan	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Rating Scale

1 = Not Adequate
3 = Adequate
5 = Exemplary

Conclusion
3.

IMPLEMENTATION

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
4. Is a written comprehensive curriculum being used? Descriptors • does it reflect the program area philosophy • do all courses include a rationale, goals/ objectives, competencies, performance tasks • does it include exploratory, sequential, and occupational skills training courses • is it articulated within each department, across general and other vocational areas and with post-secondary programs • have students needs, interests, and abilities been assessed (traditional and nontraditional) • is there advisory committee input • does it incorporate VSO activities • are project, simulation or cooperative methods used • are training agreements and plans being used in cooperative education • is staff provided time and resources needed for continuous curriculum appraisal/updating • are a variety of instructional practices used • does the curriculum reflect current state guidelines	Chpt. 1, 2 Chpt. 3: A-6, 10, 16, 20 E1-5, 6, 7, 10, 13, 14 F1-1, 8, 9, 19 to 22 *H1-9* *Italicized index represents optional questionnaires.*	1 2 3 4 5	- Program area curriculum guide and course descriptions - VTAE articulation plan - Course prerequisites and sequence - Training plans - Vocational equity plan - Developmental guidance plan - Enrollment reports - Course outlines - Advisory committee minutes - Student career objectives - Staff schedules	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

Conclusion
4.

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
5. Does the ______ curriculum promote and support the goals of vocational equity? Descriptors • do students have equal access to all VSOs, courses and programs? Does the master schedule allow for this flexibility? Are prerequisites a barrier to nontraditional exploration? Is there a required exploratory program for all students? • are instructional activities and materials reviewed to determine if they are based on or communicate stereotypes or bias which attribute behaviors, abilities, interests, values, or roles to a person or group of persons based on their gender? • Have VSO, course and program curricular objectives been redefined to teach students about equity related issues • (continued, next page)	Chpt. 1, 2 Chpt. 3: A-6, 10, 15, 16, 20, 21 E1-9, 18, 24, 30, 31 F1-13 *G1-7, 8, 11*	1 2 3 4 5	- Program area curriculum guide - Text books - Advisory committee membership roster - Student organization membership roster	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
5. (continued) • does the curriculum encourage both males and females to prepare for work of the family and work in the paid labor force? Are students exposed to the decision-making, negotiating, coordinating, and partnership skills they will need to prepare for these dual roles? • is local labor market information by gender the basis for curricular revision and development? • are work experience programs equitable or do they reflect traditional occupational stereotypes. Are students helped to deal with sex role stereotyping, sex bias, sexual harassment, or sex discrimination if it occurs on the job? Do training agreements include a nondiscrimination clause? Do instructors inform local employers that they may not lawfully recruit students for work experience or part-time employment on the basis of gender, race, or absence of handicap/special needs.						

Conclusion
5.

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
6. Do the course offerings reflect current, new, and emerging occupations including awareness, broad-range knowledge, transferable skills, and specialized training? Descriptors • are mathematics, science and communication components included • are computers an integral part of the course offerings • are one or two new courses developed on a trial basis each year in response to changes in the job market and/or student interests • are people from business/industry used to instruct students • are technological changes monitored • are the results of graduate and employer follow-ups used to keep the program up-to-date	Chpt. 1, 2 Chpt. 3: A-6, 10, 16, 20 B1-19 to 42 C1-7 to 34 *C2-7 to 34* D1-15, 16, 17 to 28 E1-5, 6, 23, 24, 30, 31 F1-6 to 8, 20 *G1-14, 15*	1 2 3 4 5	- Program area curriculum guide	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Rating Scale

1 = Not Adequate
3 = Adequate
5 = Exemplary

Conclusion
6.

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
7. What are the male and female enrollment/membership figures for the _______ program? Descriptors • Overall program: - # males % males - # females % females • Courses with less than 25% of one sex - # males % males - # females % females • Vocational student organization - # males % males - # females % females	Chpt. 1, 2 Chpt. 3: A-15	1 2 3 4 5	- Two-Year Plan - Vocational program enrollment figures - VEDs data - Pupil Nondiscrimination Guidelines (S.118.13)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Rating Scale

1 = Not Adequate
3 = Adequate
5 = Exemplary

Conclusion
7.

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
8. Can the staff accommodate the needs of all students in the ____ program? Descriptors • is the program adequately staffed and are they effectively serving special needs students • is staff knowledgeable about technology, new and emerging occupations • have staff educated themselves about equity issues and goals? • has the district provided or supported equity staff development opportunities? • have staff reviewed their teaching methods for stereotyping and bias and adopted methods which promote equity • do they make conscious effort to improve the self-esteem/confidence of both male and female students • do staff and LVEC participate in in-services, accredited course study, DPI sponsored conferences, and other related professional growth activities • (continued, next page)	Chpt. 1, 2 Chpt. 3: A-13, 15-17 E1-4, 9, 10, 11 to 22, 24, 25, 27, 30, 31 F1-13, 27, 29	1 2 3 4 5	- Budgets - Pupil/teacher ratio - School in-service program - Teacher work experience - Teacher advanced training - Conferences attended	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
8. (continued) • have staff served on a vocational evaluation team • do they work with other staff and/or other schools in developing programs • do they intern or participate in business and industry settings to update their occupational knowledge and skills • are they involved in activities which promote increased understanding of the changing conceptual basis of general and vocational education • are new teaching methodologies based on these changes						

Conclusion
8.

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
9. Do the facilities, equipment, and resources support the _______ program in new, innovative, and exemplary ways? Descriptors • are they appropriate for what is current being taught • are they flexible enough to accommodate changes • are regular maintenance procedures performed • are sufficient funds provided for purchase and repairs • does a rotation plan exist for purchase, replacement and repair of equipment • does the staff have input into the budgetary process • have staff made the facilities inviting and equitable to attract and serve a diverse student population	Chpt. 1, 2 Chpt. 3: A-12, 16 E1-4, 8, 10 F1-21, 22 *H1-13*	1 2 3 4 5	- Equipment inventory - Budgets - Maintenance and replacement schedule	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Rating Scale

1 = Not Adequate
3 = Adequate
5 = Exemplary

Conclusion
9.

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
10. Has an advisory committee been established for the ______ program and is it functioning? Descriptors • does committee membership reflect different occupational aspects of the specific program area • does membership represent employers, employees, entrepreneurs, males/females, minorities, handicapped, disadvantaged, limited English proficiency, VTAE representative • do they meet regularly and routinely • are the meetings run by an elected chairperson; is an agenda used; and are minutes kept • do they review curriculum facilities, equipment requisitions, and replacement policies • do they contribute to program development, improvement, and expansion • do they assist in promoting the ______ program • do they assist with student vocational activities • are advisory committee members updated on equity issues and local equity activities	Chpt. 1, 2 Chpt. 3: A-2 F1-5 to 9, 12 to 15, 28, 29	1 2 3 4 5	- Advisory committee minutes - Advisory committee membership roster	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary
	Conclusion 10.					

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
11. Has a vocational student organization been established and is it functioning? Descriptors • is it affiliated with the state student organization and does it participate in regional, state, and national activities • is there an active membership with males, females, handicapped, disadvantaged students involved • does the organization expand and enrich student leadership development, vocational understanding, citizenship development, social responsibility and development of special individual skills • is it an integral part of the classroom setting • does it receive administrative support • is it equally accessible to students 7-9 as well as 10-12	Chpt. 1, 2 Chpt. 3: A-3	1 2 3 4 5	- Vocational student organization minutes of meetings and/or program of work - Vocational student organization constitution	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

Conclusion
11.

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
12. Does the comprehensive career guidance program serve the needs of students who may benefit from the _______ programs? Descriptors • is the guidance department fully aware of the program area philosophy, objectives, and course offerings • are they aware of needed skills and prerequisites • are they aware of employment opportunities for the ______ program • does the guidance department have career information on the jobs, careers and advanced educational programs related to this program	Chpt. 1, 2 Chpt. 3: A-10, 16 B1-32 to 52 D1-9, 29 to 38 E1-22 F1-29	1 2 3 4 5	- Guidance program plan - Equity plan - Student assessment reports - Needs assessment plan - Enrollment reports	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

Conclusion
12.

IMPLEMENTATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
13. Does the district actively promote the vocational education program and is the ______ program an active participant in the promotional activities? Descriptors • is there a formal plan for promoting vocational education • did the ______ staff provide input into the plan • have the promotional activities helped to increase enrollments and create new understandings of the role/purpose of contemporary vocational education programs • do promotional materials such as brochures, posters, displays, etc. exist for the _____ program • are recognition activities provided for students in the ________ program • do staff actively promote the program	Chpt. 1, 2 Chpt. 3: A-4, 5 C1-41 C2-38 E1-8	1 2 3 4 5	- Vocational education marketing plan - Vocational education promotional schedule - Portfolio of news releases, brochures, pictures, newsletters, etc.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Rating Scale

1 = Not Adequate
3 = Adequate
5 = Exemplary

Conclusion
13.

EVALUATION

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
14. Does the program area follow-up graduates each year and are the data used in program planning and implementation? Descriptors • is a representative segment surveyed • are a significant number employed and/or in school • are graduates working in a field related to their high school vocational courses • were they made aware of occupational opportunities in high school • did they receive information on career and job options • were they well prepared for employment • did those who went on for further education enter programs related to their high school vocational courses	Chpt. 1, 2 Chpt. 3: A-14, 15, 16 B1-6, 8, 13, 15, 16, 17, 19 to 31, 32 to 52 *Italicized index represents optional questionnaires.*	1 2 3 4 5	- Graduate follow-up data - Employer follow-up data - VTAE GPA of follow-up graduates - VTAE enrollment list - Comprehensive career guidance program	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

Conclusion
14.

EVALUATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
15. Does the program area survey employers of graduates and are the data used in program planning and implementation? Descriptors • do they prefer hiring graduates who have had experience in high school vocational education classes • do vocational graduates exhibit a work ethic, competence in broad transferable work skills; competence in reading, writing, and computation • is there input into the local vocational education program actively sought and used • do they anticipate changes in their hiring practices and skills sought	Chpt. 1, 2 Chpt. 3: A-14, 16 C1-7 to 34, 39, 40	1 2 3 4 5	- Graduate follow-up data - Employer follow-up data	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

Conclusion
15.

EVALUATION (continued)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
16. Does the program area survey in-school students, advisory committee members, staff, parents and Board of Education members and is the data used in program planning and implementation? Descriptors • are students and parents satisfied with vocational training • how do students rate career planning assistance • do advisory committee members feel they have input into program planning and implementation • are parents satisfied with their child's vocational training • do Board of Education members believe vocational education should be offered in high school • do staff believe their input is used for improving the vocational program.	Chpt. 1, 2 Chpt. 3: A-14, 16 E1-11-22	1 2 3 4 5	- Curriculum revision - Two-Year Plan	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

Conclusion
16.

EVALUATION (concluded)

Evaluation Criteria	Documentation					Final Rating
	Self-Evaluation Report		On-Site Exhibits		On-Site Interviews Rating	
	Index	Rating	Index	Rating		
17. Have recommendations from prior evaluations been addressed and have changes occurred as a result? Descriptors • has there been administrative support for changes recommended in previous evaluations • is a utilization plan in place to implement recommendations from this evaluation	Chpt. 1, 2 Chpt. 3: A-14 E1-26 F1-16, 17	1 2 3 4 5	- Utilization plan - Evaluation report - Cycle I and II Team Reports	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5 Rating Scale 1 = Not Adequate 3 = Adequate 5 = Exemplary

Conclusion
17.